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AUTHOR Arellano-Romero, Ofelia; Eggler, John
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ABSTRACT

Prepared to help Santa Barbara City College (SBCC) improve its recruitment/retention efforts and graduation and transfer rates, this paper presents a review of the literature relating to recruitment, retention, and teaching strategies for the culturally diverse minority community college student. Chapter 1 discusses the growing concern over the underrepresentation of Hispanics, Blacks, and Native Americans in California's postsecondary institutions. Each of the subsequent chapters offers a literature review, followed by specific recommendations for implementation at SBCC. Chapter 2 reviews the literature on recruitment strategies, and includes recommendations related to parent involvement, mentor programs, links to minority organizations and business/industry, articulation, faculty and administrative efforts, and alternatives to on-site registration. Chapter 3 focuses on the retention of culturally diverse minority college students and recommends changes in financial aid, orientations, faculty-student interaction, promotion of a culturally diverse campus climate, academic support services, and student support services. Chapter 4 discusses curriculum and instructional strategies, focusing on the implications for faculty, variables contributing to minority students' academic success, and innovative teaching strategies and curriculum case studies. Recommended teaching strategies for use at SBCC include grouping techniques, culturally relevant curriculum, mastery learning, anxiety reducing activities, and monitoring of student progress. Chapter 5 provides directions for further research in areas such as testing, learning assessment, and supplementary audio visual units. Finally, chapter 6 presents conclusions regarding curriculum, faculty, research, programs, and activities. Appendixes include population projections for California, and data on degrees earned by Hispanics, Blacks, Native Americans, and Asians. (WJT)

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# SANTA BARBARA CITY COLLEGE

# RECRUITMENT, RETENTION AND INNOVATIVE INSTRUCTIONAL STRATEGIES FOR CULTURALLY DIVERSE MINORITY COLLEGE STUDENTS: A REVIEW OF THE LITERATURE

OFFICE OF INSTRUCTIONAL SERVICES
PREPARED BY
OFELIA ARELLANO-ROMERO
JOHN EGGLER

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# CHAPTER 1

## Introduction

The growing concern over the underrepresentation of Hispanics, Blacks, and Native Americans in California's postsecondary institutions highlights an important issue currently facing the state - the rapidly changing demographics which will result in the now under-represented minorities becoming the "new majority" by the year 2010.

California's total population is projected to reach approximately 30.1 million by the year 2000, up 27% from 1980. The White non-Hispanic population, however, will actually decline as a proportion of this total, from a current 61.9% to 53.2% by the year 2000. By the year 2010, Whites will be less than a majority.

The Hispanic population is projected to grow from 21.7% to almost 27% of the total by the year 2000. The Black population will grow by about one-half million persons by the year 2000, representing an increase from 7.6% to 8% of the state's total population. The Asian population will increase dramatically, rising from approximately 8.7% of today's population to nearly 12% by 2000. (See Appendix A).

While non-Hispanic Whites will decline from two-thirds to slightly over half of the population by the end of the century, Hispanics and Asians will increase at a rate at least 20 times the rate of increase of Whites (California Assembly Office of Research, 1987).

California's current college graduation rates clash sharply with its rapidly changing demographics. Hispanics are under-represented in earned degrees at all levels of postsecondary education. At the two-year degree level, proportion of degrees earned by Hispanic students is slightly more than one-half the size of the Spanish-origin proportion of the college-age population in the state. The proportion of degrees earned by Hispanics are approximately one-fourth as large as the Spanish-origin proportion of the college-age population at the bachelors, master's, and first professional and less than one-tenth as large at the doctoral level (Kaufman, 1984). Appendix B presents the distribution among Hispanics of earned degrees at five levels (associate, bachelor's, master's, doctoral, and first professional) with Hispanic representation in the college-age population (aged 20-29).

The proportion of degrees earned by Blacks at two-year institutions is about equal to the Black proportion of the college-age population. At higher levels, however, earned degrees of Blacks represent only about one-half of their share of that population group (See Appendix C for a breakdown of earned degrees).

Native Americans are well represented at the two-year, bachelor's, and master's levels but underrepresented at the doctoral and first professional levels (Appendix D presents a

breakdown of earned degrees).

The Asian proportions of degrees earned are substantially larger than the Asian proportion of the college-age population in the state at all levels except the doctoral. (See Appendix E).

The underrepresentation of Blacks and Hispanics in California's higher education system is a very complex problem. However, as the number of minorities in California increases, so will the number of minorities seeking a higher education. The impact of the changing demographics in California is of paramount importance to institutions of higher learning, particulary at the community college level.

Community, junior, and technical colleges can take considerable credit for expanding the base for education beyond high school for minorities. Through flexible admission policies, low costs, and a broad mix of educational programs, they have provided the keys to opportunity for many (Gilbert, 1979). More importantly, since two-year colleges offer opportunities for study to minorities to a greater extent than that found in postsecondary education as a whole, minorities will continue to take advantage of opportunities for education beyond high school in ever mounting numbers at the community college level.

Santa Barbara City College is an excellent example of minorities utilizing the community college system to pursue a higher education. For example, the Spring semester enrollment of Hispanics has increased from 9.76% (1,020 - 1983) of the total student enrollment to 13.4% (1,398 - 1987); in the same period, Asian enrollment has increased from 3.27% (342 - 1983) to 4.2% (443 - 1987). (SBCC: Student Characteristics Summary of the Past Five Years).

Even though accessibility has increased the enrollment of minorities, they are still underrepresented since the retention and completion rates for minorities are lower in the secondary schools as well as in the institutions of higher learning (Olivas, 1979). Thus, in spite of all advances that have been made in making higher education accessible, viable programs in the areas of recruitment, retention and learning that will increase the participation of culturally diverse minority students are still a fundamental need.

In light of California's changing demographics, Santa Barbara City College, and other community and junior colleges alike throughout the state are now faced with the following educational issues: (1) devising effective recruitment methods to attract more minorities; (2) retention of minority students already enrolled; (3) improving graduation and transfer rates; and (4) tailoring curriculum and teaching strategies to meet the needs of culturally diverse minority students.

Therefore, the purpose of this paper is to present a review of research as it relates to the recruitment, retention and teaching strategies for the culturally diverse minority community college student.

## CHAPTER 2

## RECRUITMENT STRATEGIES FOR CULTURALLY DIVERSE MINORITY COLLEGE STUDENTS

### Review of the Literature

A concern expressed in much of the literature on the recruitment of minorities to higher education is the fact that the great strides made in the 1960's and early 1970's are eroding. For example, a study sponsored by the American Association of State Colleges and Universities indicates that the enrollment of Blacks in high schools increasaed by 29% between 1975 and 1981; however, Black enrollment in higher education has decreased by 11% during the same period (Community College Board, 1986). Likewise, while there is some evidence that the percentage of Hispanics graduating from high school is increasing (51.9% in 1972 versus 60.1% in 1984), the nationwide percentage of Hispanics enrolling in postsecondary education has actually declined during the same period. Hispanic college enrollment reached a peak of 36 percent in 1976 and currently stands at approximately 30 percent of graduating seniors. While at first sight these numbers may not appear to be strikingly low, a closer examination of Hispanic schooling patterns reveals a more alarming picture. Approximately 40 percent of all Hispanics who begin school do not graduate. Hence, for every 10 Hispanic 18-year-olds, only two will complete high school and pursue any postsecondary education. Two years later, one of those two will have dropped out (Gandara, 1986).

This decline in minority enrollment in higher education and the fact that 1 out of every 3 individuals in California will be a minority in the year 2000, has led many legislative bodies to set up commissions to investigate more effective ways of recruiting and retaining minority students in higher education. For example, the state of Illinois has mandated through Public Act 84-726 the development of strategies to increase the participation of minorities, women and disabled persons in higher education. The same intent has been expressed by many bodies looking into the future of education in California. The Commission for the Review of the Master Plan for Higher Education recognizes the fact that minorities, women and adult learners have not been well served in postsecondary education. The Commission states that it will be expensive to strengthen programs and serve these groups well, yet it clearly recognizes that the failure to do so will cost much more. The consequence of a populataion that is not well educated will affect all the citizens of California (Commission for the Review of the Master Plan, 1986).

Many of the recruitment methods suggested in the literature consulted are already being used at Santa Barbara City College (SBCC). In fact, SBCC is well ahead of other institutions in programs and services used to recruit and

retain minority, women, and disabled students. Visits to high schools, tours of the college by high school students and participation in college days are routine at SBCC.

Rather than enumerate methods that are already successfully employed at SBCC, the focus here is on methods or aspects of the literature on recruitment that we believe are unique or favorable variations of methods already used.

Three observations made in a report listing methods used by community colleges in Illinois are significant. The recruitment of minority students not only takes place in the secondary schools, but also at non school sites such as government agencies, churches, prisons, etc. This is an attempt to reach those members of the minority community who have dropped out of school and who can perhaps profit the most by the services provided by the community college (Community College Board, 1986).

Surveys conducted in the Los Angeles Community College District seem to indicate the need for departments to schedule classes at times and at sites that are more convenient for minority community members. Many students in the survey said they could not take advantage of ancillary services because they did not have the time or they were scheduled at the wrong time Friedlander, 1981).

Many of the colleges in Illinois also realize that the recruitment of potential students must also occur at the junior high level, before students drop out school. Contacts with these students may also inspire young people who had never dreamed of a future. It is vital that the contacts and visits be carried out in conjunction with the high schools. A coordinated effort can inform the students about the community college and the necessary course work which he or she must pursue in high school. Personnel from both institutions can provide guidance and personal contact as the student begins his or her educational journey (Community College Board, 1986).

Florida Keys Community College also establishes contacts with both high school and junior high school students. College personnel make many visits to the schools and invite the students to visit the college campus. During Junior High Week, 50 eighth graders per day are brought to the college. By the end of the week between 250 and 300 students have visited the college. Presentations focus on careers, course selection in high schools, financial aid and the relationship between the mastery of study skills and social/economic mobility. Parents are also invited to participate in some of the sessions, especially those focusing on financial aid (Warfield, 1985).

In a report prepared for the California Community College Board of Governors, the value of a coordinated program is stressed. Not only should it involve the community college with the junior and senior high schools, but it should also incorporate the four year colleges. A well articulated program should provide information and personal support for the minority student at all levels and make it easier for

students to transition from one level to another knowing that there are caring programs at all levels (Board of Governors of the California Community College, 1986).

A coordinated effort between the various institutions involved can be made in another area. Faculty from the same discipline can meet to discuss curriculum issue which affect students, minority and non minority, at all levels of education. Faculty exchange programs which focus on minority students can also be organized between the high schools, community colleges and four-year institutions (Board Of Governors of the California Community College, 1986).

The participation of college personnel, especially faculty in minority community organizations was considered an important way of recruiting students by some colleges in Illinois. These community based organizations can also provide assistance in the community college's attempt to reach more members of the minority community. Members of these organizations can be a valuable asset to postsecondary education by serving on advisory bodies for recruitment and retention programs, they can also be invited to participate in department advisory bodies (Board of Governors of the California Community College, 1986).

The role of departments and individual faculty is addressed in various studies. In many cases, it is indicated that departments and indiviudal faculty do not get involved in the recruitment of students. Many departments rely on student intitated enrollments or rely on counselors and ancillary services to handle recruitment. In a survey of science faculty conducted in the Los Angeles Community College District, nearly half of the faculty indicated that they had never recruited students. Also, only 1 in 8 faculty had ever visited the high schools to speak to students regarding science programs at the community college level (Cohen, 1981; Friedlander, 1981b).

The studies also revealed that minorities and women do not enroll in great numbers in science courses. The fear of mathematics, the lack of study skills preparation and other factors may help explain why this occurs. What is also significant is the fact that many students who were polled in the same study indicated that the reason they did not enroll in these classes is because no one had ever them to do so (Friedlander, 1981b).

If the institution and departments feel that not enough minority students are enrolled in their programs, then it may be important for the departments to establish links with the minority community at the department level. However, if individual faculty or departments are going to establish contacts with junior and high school students as well as with community organizations, the community college must provide training on effective ways of working with minorities in schools and in the community.

The report prepared for the California Community College Board of Governors and generated from an invitational symposium on effective ways to recruit and retain minority

students, indicates the importance of lines with businesses and industry. A partnership may help the college two ways. Recruitment of minorities may occur at the industrial or business site, in turn business and industry profit by having better educated employees who enroll in job related programs. The partnerships can also provide an avenue for college students to find jobs or job training sites (Board of Governors of the California Community Colleges, 1986).

The report to the Board of Governors also stresses the importance of institutional commitment and support for programs established by the college, departments or individual faculty to try to recruit and retain minority students (Board of Governors of the California Community Colleges, 1986). The institution can thus strengthen the Affirmative Action program to provide for more hiring and promotion of minorities, women and disabled individuals. Department reviews and the accreditation process can access whether departments are making any effort to recruit or retain minority students. College leaders can also provide incentives and rewards for faculty members who involve themselves in efforts to recruit and work with minority students.

In a study focusing on the need for more minorities and women in the sciences, Friedlander (1981) mentions one technique that may be very important in both recruitment and retention efforts. He notes that one way of attracting minorities and women is to bring successful minorities in the science areas to the campus to serve as inspirations for the minority students. Successful minority students and elder siblings can be incorporated into retention programs to serve as role models to minority students at the community college. The same minority students at the community college can in turn serve as role models and work with high school students and junior high students.

The Los Angeles Harbor College Transfer Program established through a grant received from the Ford Foundation addresses another way personal contact can be used in recruitment and retention. One thousand students were informed about the transfer program by letter. However; minority students were also contacted by telephone as a follow-up. This contact was thought to be very crucial by program personnel (Peterson, 1984).

## Recommendations for SBCC

1. Parental Involvement
   a. Invite minority parents to attend orientations at times more convenient for their work schedules.
   b. Offer orientations in Spanish.
   c. Encourage department level involvement with parents.
   d. Sponsor cultural night activities.

2. Elder Siblings
   a. Select promising SBCC minority students to work with junior and senior high students as mentors.

b. Develop a program to encourage four-year college and university minority students to work with SBCC students which could be coordinated through Transfer Center activites.
c. Target outstanding minority students in non-traditional areas such as math, science and engineering to work with other students indicate an interest in such major. Solicit sponsorship from individual faculty members.

3. Links to Minority Organizations.
   d. Develop link to minority organizations and encourage community members to serve on department advisory boards. Tap into their knowledge and ideas on recruitment activities.
   e. Encourage college personnel to participate in minority organizations, e.g., membership, lectures, etc.

4. Links to Businesses and Industries.
   a. Encourage successful minorities in business to promote SBCC in their respective occupations. Seek support and advise on effective recruitment strategies.

5. Articulation
   a. Encourage counseling staff to continue coordination of outreach activites; recruitment, counseling and advising in high schools and at SBCC.
   b. Extensive contacts with junior high schools needs to be emphasized.
   c. Tap into minority junior high school student organizations.

6. Articulated Faculty Efforts
   a. Encourage departments to meet with colleagues from high schools and four-year institutions with a focus on minorities (sponsor presentations and activities).
   b. Sponsor lecture exchanges by minority staff from other institutions to serve as role models for minority students on campus.

7. Administrative Commitments
   a. Stronger emphasis on Affirmative Action in hiring practices is encouraged.
   b. Encourage evaluation of individual departments in Five Year Plan and Accreditation Activities.
   c. More visibility of minority related activites through publications, newsletters, etc.

9. Alternative On-Site Recruitment
   a. Churches, business, industry, swap meets, etc.

# CHAPTER 3

## RETENTION OF CULTURALLY DIVERSE MINORITY COLLEGE STUDENTS

### A Review of the Literature

The attrition (and retention) of college students is a topic which has been more than casual interest to educators for quite some time, as evidenced by the volume of research which has been reported in the literature (Noel, Levitz, Saluri & Associates, 1986; Pantages & Creedon, 1978; Ramist, 1981).

With the approach of the 1980's, accompanied by predictions of significant reduction in the number of potential college recruits, attrition became a matter of increasingly urgent concern among college adminstrators. Ramist states that the concern about attrition has now taken on the dimension of an urgent administrative necessity (Ramist, 1981). Noel states that based upon Census Bureau statistics and Health Educational and Welfare data it is anticipated that by 1991 there will be a half-million fewer degree-entering students entering college than in in 1974, a drop of 24 percent (Noel, 1976).

Regarding attrition of minority student, several sources indicate consistently that these students are more likely to delay entry into college after completing high school, are more likely to attend school part-time, and are more likely to be from low-income families--all of which are factors which have found to be associated with high rates of attrition (Cohen & Brewer, 1980). Likewise, Beal and Noel (1980) state that it has long been known that the students most likely to drop out of postsecondary institutions are those who are new to postsecondary education, academically underprepared, undecided about a college major or career plans, returning adults, low socioeconomic status students, or first-generation students. Based upon a number of studies, Friedlander concludes that while many students withdraw for reasons over which the college has no control, many others withdraw because they are having difficulties in areas which the college staff can have a high degree of influence (Friedlander, 1981a).

In an attempt to explore further those factors associated with student attrition this chapter will review research as it relates to college student attrition and retention. More specifically, it will examine the academic, motivational, and personal characteristics of the students who are likely to drop out of college. It will also explore those general college environmental factors which are related to persistence followed by recommended strategies for improving retention rates applicable to Santa Barbara City College.

Attrition Factors

There is a large body of literature that is devoted to analyzing the reasons that students themselves give for dropping out of college (Ramist, 1981). In the process of summarizing the findings of over 100 research studies during a 25-year period, Pantages and Creedon (1978) have found consistent categories for dropping out of college. For example, the most frequently cited includes academic matters such as poor grades, boredom with courses, change in career goals, and inability to taked desired courses or programs. These reasons are given most often by men, by those with a poor high school record, by those who drop out late in the freshman year, and by those who later transfer to another college or return.

The second most frequently cited category is financial difficulties which is reported primarily by minorities, women with a poor high school record, early dropouts, and temporary droputs.

The third most frequently cited category is motivational problems. This category includes uncertainity about educational and occupational goals, lack of interest in studies, and inability or unwillingness to study. It is cited particularly by early and permanent dropouts, by academic dropouts, and by women with a poor high school record. It is rarely cited by women with a good high school record. The fact that it is cited most often by academic dropouts could mean that a lack of goal clarity contributes to low grades.

Another often cited reason includes personal considerations such as emotional problems, problems of adjustment to college life, marriage, pregnancy, family responsibilities, and illness. Marriage is given as a reason most often by women and minorities. Although students do not rate these reasons as high in importance, counselors indicate that socioemotional problems are the most important reasons for attrition. Other reasons include dissatisfaction with the college, military service and full-time jobs.

## Promoting Persistence and Academic Achievement

Ramist (1981), and Noel, Levitz, Saluri and Associates (1986) maintain that although it may be possible to reverse some inclinations to leave, a more complete and long-term beneficial strategy is to encourage retention of students inclined to leave, of current students not yet inclined to leave, and of future students, by upgrading the level of educational service that is provided for the benefit of the student. Beal & Noel (1980), King (1987) and Ramist (1981) conclude that the following are important persistence factors: financial aid, orientation, faculty-student interaction, academic programs, counseling and advising, and promoting a culturally diverse campus. Each will be discussed separately followed by recommendations applicable to Santa Barbara City College.

A. Financial Aid

Financial difficulty is the second most frequently cited category of reason for dropping out of college. Research shows that financial aid is an important factor in college choice and persistence, particulary when the student's socioeconomic background is taken into consideration. Baird (1967) and Eichhorn and Kallas (1962) find, not surprisingly, that students from lower economic backgrounds tend to be more concerned with tuition costs, location of the school, and other practical considerations than students from affluent backgrounds. Their research and that of Astin (1975), Slater (1960), Spady (1967), and Wegner (1967) also indicate that there is less likelihood that students will withdraw if they come from more affluent rather than lower socioeconomic backgrounds.

Research by Bergen, Upham, and Bergen (1970) and Astin (1970) indicates that students who receive grants or scholarahips are slightly more likely to persist toward graduation than are nonrecipients. College work-study awards and student employment also contribute positively to student retention. Astin (1975) notes that having a job for fewer than twenty-five hours per week substantially increases students' chances of finishing college. In fact, his study indicates that a student's dropout probabilities are reduced by as much as 15 percent by such employment. Astin also finds that on-campus employment, either academic or nonacademic areas, has a more positive impact on persistence than off-campus employment. On-campus employment during a student's freshman year in particular seems to enhance the student's chance of completing school. Interestingly, Astin also concludes that federal work-study programs enhances persistence, particulary among Black students and students from middle-income families.

Recommendations for SBCC

1. Students need assistance in identifying and applying for scholarships. A staff member should be available to assist students with the process of locating and applying for financial assistance. The College should consider purchasing a national databank that list scholarship opportunities for minorities and women.

2. The Foundation should establish a special scholarship fund for minority students. Members of the community sould be encouraged to contribute to this special fund.

B. Orientations

According to Ramist (1981) in order to retain students it is important to help them make the most of their college experience by providing them with a good start through the orientation processs.

For this purpose, several suggestions have been made to upgrade the orientation process. Noel (1978) suggests that the

college supply "survival tools" in question-and-answer format dealing with common problems and services that are not available to students. He also suggests that the college could make a special effort to bring together students with common interest.

Astin (1976) suggests that the orientation session should be an informational exchange on persistence. The college could inform the students of college-specific data on prior dropouts. A worksheet whereby the students could calculate his or her chances of dropping out, and see how these chances would change as a result of some of the choices to be made, could be quite informative. At the same time, the students could supply information to the college to be used in persistence research, future counseling, and perhaps in planning for the next entering class.

Chickering and Hannach (1969) suggest that, because of the importance of parental expectations and support, orientation sessions should be extended to parents. These concerns that lead to dropping out and indicate the existence of resources that might help parents and students make more informed decision if the need arises.

Recommendations for SBCC

1. The College's Summer Bridge Program should be expanded to include students with a "C" average or lower who need to improve their basic skills. The special summer orientation program should be patterned after the very successful ones established at the UC campuses. These programs operate for about six weeks and have been very effective in helping underprepared students develop the skills needed succeed in their classes once the regular academic year begins. The programs are also instruments in helping the students develop a network of friends with other students and members of the staff.

2. Consideration should be given to establishing an outreach effort to invite parents of minority students to college nights and to the orientation sessions at times most convenient for them.

C. Faculty-Student Interaction

Several studies have found the interaction between faculty and students is one of the most important determinants of retention of students (Pascarella &----------), 1979; Pantages & Creedon, 1978; Terenizini, 197-. It leads to both academic and social integration in the college. It is related to higher grades (Pascarella & Terenizini, 1976), greater self-perceived intellectual growth (Pascarellan & Terenizini, 1976; Wilson, Gaff, Dierst, Wood & Berry, 1975), and higher self-esteem. Astin (1977) reports that it has the strongest relationship with the college experience. Wilson et al.

(1975) confirm this result and report that students who interact more with faculty are sought out more by their peers, read more books for pleasure, are more likely to have graduate degree plans, and make more progress in specific academic skills, such as the ability to evaluate materials and deal with abstractions and general principles.

Recommendations for SBCC

1. The College needs to devise a method for encouraging greater faculty-student interaction. The faculty advisor program is a good idea and should be expanded. Incentives need to be identified that will encourage faculty members to spend more time on campus and to participate in college activities in which they come in contact with students.

2. Sponsor a payed teacher assistant program. This would help faculty with record keeping and class management functions and would provide minority students with an excellent opportunity for involvement with a faculty member.

3. The use of peer tutors should be expanded. Ideally, a student who has successfully completed the course would serve as a peer tutor. The faculty member would be required to meet with the student once a week to review the course assignments and to identify students who are in need of additional assistance. Los Medanos College has an excellent peer tutor program.

D. Promoting A Culturally Diverse Campus Climate

Students do well in environments in which they sense acceptance. Unless campuses represent and welcome California's diversity of cultures, we cannot hope to enter the 21st century with a well-educated, multicultural society.

Astin (1975) and Pascarello & Terenzini (1979) found that such factors as high use of campus facilities, holding a job on campus (not in excess of 20 hours per week) and having formal contacts with professors and students outside the classroom were positively associated with retention and persistence. The academic and social integration of students into the institutional environment is particulary important for ethnic minority students on majority campuses, where social isolation is more likely to occur and where stress is likely to be higher. Similarly, Dawkins and Dawkins (1980) found that interracial contact that centered around social activities was associated positively with academic success by Black students, regardless of their achievement level prior to attending college.

Recommendations for SBCC

1. The College should continue its efforts to promote

activities on-campus which promote the unique and significant contributions of minorities to society.

2. The Ethnic Studies Program in general and the Chicano Studies Program in particular need to be strengthened.

3. Consideration should be given to adding an international/intercultural education degree requirement. In addition, faculty members should be encouraged to incorporate an international/intercultural component into their classes.

4. It is important to encourage opportunities for students to become affiliated with other students and staff members at the College. An excellent means of achieving this objective is to establish discipline-based clubs. These clubs will help students with their academic pursuits as well as provide them with a sense of belonging to the major and the college. UCSB has active discipline based clubs which are supervised by minority faculty and staff e.g., Hispanic Student Business Association, Pre-Law, Los Curanderos (Pre-Med), Los Ingenieros (Engineering Club).

E. Academic Support Services

One of the major goals of academic support services should be to increase the retention and graduation rates of minority students in need of those services. For example, learning skills laboratories and tutorial services are models for student assessment and service delivery and have received considerable attention over the last decade because of their success. However, for these programs to continue to be successful it must continue to focus on the human element. Minority students need human role models for encouragement as much as learning skills. They often have these needs met by the faculty and staff who work in the programs. Further, technological solutions presuppose self-motivated and self-directed learners--a condition which does not always apply to many students, particularly minorities and underrepresented students.

Faculty, both minority and non-minority, can play a key role in the overall design of an institution's efforts to increase retention and graduation rates of minority students. Faculty are uniquely able to aid in these efforts. Faculty contact with students occurs on a regular basis; they possess first-hand knowledge of how different students tend to perform; and they steer and orchestrate the classroom learning process and determine what is important for students to know.

Recommendations for SBCC

1. Encourage minority students to consult with instructors of each course in which they are enrolled to obtain feedback on performance, academic skills, areas of needed development and exposure, and readiness of subsequent

courses of study.

2. Encourage a referral system whereby faculty and counseling identify "high risk" students and make appropriate referrals as necessary.

3. Conduct longitudinal research into the various factors that positively affect minority academic achievement.

F. Student Support Services

Student support services have increased retention rates by at least 25% at some institutions (Carstensen & Silverborn, 1979). Yet, some minority students might seek academic help only if minority counselors are available. The institution can increase the participation rates of minority students as well as enhance the likelihood of a productive first encounter by encouraging a counseling staff that is both culturally diverse and culturally sensitive (King, 1987).

Adequate student support services are essential to assure the success of minority students on campuses. Many of the the support services created primarily for high risk underrepresented minority students are now being used successfully for student bodies at large. Without a significant increase in those resources, minority students are being squeezed out. This problem is especially acute for those minority student whose grade point averages and test scores do not identify them as persons for whom "special programs" would be useful. These students often lack adequate college preparation (test scores notwithstanding), and the successful pursuit of college-level programs becomes difficult.

Recommendations for SBCC

1. Promote the utilization of the Counseling and Transfer Centers during peak periods such as registration and orientation each semester.

2. Provide in-services for current staff members related to minority issues.

3. Continue to promote the cultural diversity of the Counseling and Transfer Centers through Affirmative Action hirings.

Chapter 4

# CURRICULUM AND INSTRUCTIONAL STRATEGIES FOR CULTURALLY DIVERSE MINORITY COLLEGE STUDENTS

## Introduction

Student retention in higher education has received much attention in recent years (Sedlacek, 1983). Retention of culturally diverse minority students has posed a particular problem, since retention rates for these students tend to be lower than rates for white students (Astin, 1975; Avakian, MacKinney & Allen, 1982; Sedlacek & Pelham, 1976). The literature seems to emphasize admissions procedures as a way of increasing retention of minority students. In contrast, ways in which culturally diverse minority students might be helped to remain in college once they have started has received little attention. The literature has primarily focused on student services, such as counseling or minority affairs programs, not on the role of academic faculty in minority student retention (Sedlacek, 1983). Thus, this chapter will discuss the implications of the literature on retention for faculty in the area of instruction. More specifically, it will highlight instructional strategies and changes in curriculum that have been implemented in various community colleges throughout the country to address the retention and unique learning needs of minority students.

## Teaching Culturally Diverse Minority College Students: Implications for Faculty

Colleges and universities are now in search of new ways of teaching culturally diverse minority students. Hampton (1980) has succeeded in doing this. He has identified several productive and innovative teaching strategies which have proven fruitful in his work with minority college students. He outlines eight basic innovative strategies for teaching culturally diverse minority college students which deserves further attention.

Performance Inventorying. Hampton (1980) states that many culturally diverse minority students have experienced considerable academic and personal failure in the past and may come to college with low self-esteem and limited motivation. Because of this, there is a need to implement as much in the way of external motivation-that is, incentive motivation-as possible to ignite the motivation of the culturally diverse minority student.

He recommends setting up a teaching-tutoring program that would allow almost constant evaluation of progress. Hampton (1980) identifies three advantages of such approach:

1. Success accomplishment is experienced immediately upon learning and can be used right away to augment motivation and implement greater participation in study activities.

2. Constant evaluation of progress provides the student with the opportunity of avoiding fixation of faulty learning and wrong ways of doing things.

3. Students experience an ongoing reciprocal relationship with their instructors-counselors. (Problems that arise can be taken care of immediately).

Repetitive learning success inventorying provides for a fluid, ongoing interpersonal relationship between student and instructor and so makes best use of learning principles and learning techniques.

Shot-Gun Approach in Teaching. Hampton (1980) states that in teaching, there is a great deal of departmentalization with the result that students have to provide a variety of mental pigeon-holes into which to place information gleaned from different subject matter areas. In the approach that his college uses with minority students they expose students to large areas of subject matter at once. For example, in connection with communicatin skills, the developmental course sponsored is one that devotes itself to all of the communications skills, including reading, listening, writing, speaking, and computation, as well as the personal and social adjustment skills. This course on communication skills permits a horizontal approach to communication rather than a vertical approach separated by different kinds of subject matter identifications.

Similarly, in the generic subject matter areas, the social studies area consists of segments of history, sociology, psychology, economics, political science, and so on. In the same way, the developmental course in the natural sciences consists of segments of chemistry, physics, geology, mineralogy, and segments of the medical and biological sciences. In this way, culturally diverse minority college students are able to make full use of the whole methods of learning and avoid part method of learning which is found less effective for purposes of understanding and remembering (Hampton, 1980).

Heterogeneity of Background. According to Hampton (1980), if there is heterogeneity of academic background in the student population of a course, you can implement a teaching counseling situation whereby the stronger students in effect become assistants to the teacher-counselor in helping the weaker students. The advantages of such approach are: (a) the most capable students feel a responsibility to the less capable students and so become in effect auxiliary teacher-counselors helping the designated teacher-counselor in his or

her teaching efforts; (b) the stronger students, by helping the weaker students, gain advantage in learning because they are placed in a situation where they teach and counsel as well as learn; and (c) weaker students have an opportunity for closer identification with their own peers.

Multiplicity of Incentives. Hampton (1980) strongly encourages institutions to provide external incentives to learn for culturally diverse minority students, incentives which consist not only of serving them by providing them the opportunity for learning but also by paying them to do the learning. All the supplies for learning (textbooks, pens, notepads, etc.) should preferably be free of charge. There should be remission of tuition and other fees. There should be opportunity for free transportation and free participation in recreational activities on campus. Colleges and universitites must make learning worth their while in terms of satisfying their immediate basic needs. They must in effect make it materially worthwhile for them to learn before we can expect them to working on realizing distant goals or expect them to learn for the sake of learning. Colleges and universities must pay culturally diverse minority college students for learning so that after experimenting success, they will gradually build up internal inititative and internal motivation to carry on.

Individual Pacing in Learning. Because of the heterogeneous composition of students, Hampton (1980) emphasizes not using the horizontal pacing since it does not work. Students need to pace themselves in relation to their own capability to learn and their own cumulative background of achievement. Individual pacing in learning requires much more in the way of guidance and supervision from instructors, tutors, and counselors than common pacing requires. In some respects, individual pacing actually demands a multiple track approach in teaching; that is, the instructor needs to monitor the students in a group in terms of individual progress.

Emphasis Upon Concepts. Successful teaching of culturally diverse minority college students requires emphasis upon low-level and concrete concepts, rather than emphasis upon factual information. Concepts taught must be relevant to their experiential background. Abstract concepts must be taught at a later time when the student already has a firm background of functional concepts and associated factual information (Hampton, 1980).

Attention-Getters and Sustainers. Culturally diverse minority college students have to be sold on learning. They have to be sold definitely and repeatedly because they have had considerable failure experience in the past and as a result may have a low level of self-conceptualization and motivation. Advertising to learn, therefore, is essential if students are to be recruited and retained in institutions of

higher learning. All of the attention-getting devices available must be put into practice. Size, color, shape, movement, contrast, uniqueness, repetitiveness, and many other attention producing stimuli must become commonplace inducements to learn.

Encouragment of Feeling Relationships. Since students are so much in need of affiliative reassurance and so much in need of emotional expression, the instructor, the tutor, and the counselor must be provide a feeling relationship with students in their teaching, tutoring, and counseling efforts. Only when the teacher encourages feeling responsiveness on the part of students will the culturally diverse minority college student find the courage to respond meaningfully to the instructor and the counselor (Hampton, 1980).

## Variables Contributing to Culturally Diverse Minority Students' Academic Success

Hampton (1980) identified several innovative teaching strategies in working with culturally diverse minority students. However, before these strategies can be implemented, it is equally important to understand those backgrounds, interests, and attitudinal and motivational variables which are important for minority student success in college.

Sedlacek (1984) has identified eight characteristics unique to culturally diverse minority students that have to do with their success in higher education. Sedlacek states that the context in which these variables are used is extremely important. They should be not be viewed as absolute attributes that are relevant to all minority students, nor should faculty assume that all minority students are having trouble. Rather, these variables should be viewed as hypotheses that faculty should use in interacting with students.

Positive Self-Concept. Successful minority students have a positive self-concept. A good self-concept seems important for minorities at all educational levels where the effect of self-concept has been investigated. The minority student who feels confident that he or she can make it through school is more likely to survive and graduate.

Faculty appear to play a particulary critical role in the minority student's self-concept. Faculty tend to expect less of minority students than they do of White students (Chaikin & Derlega, 1978; Rosenthal & Jacobson, 1968; Rubovitz & Maehr, 1973; Woolfold & Brooks, 1983). If an instructor expects a student to perform well, the student performs well, and the self-fulfilling prophecy becomes a reality. Avoiding calling on a minority student in class or expecting the student to provide the minority point of view on a topic both present undue difficulties for the student and the student's self-concept.

Recognition that a student's racial and cultural background is relevant gives important support to minority students, since research has consistently shown that minority students, particularly Blacks tend to see their race or cultural group as an important aspect of their self-concept (Sedlacek & Brooks, 1976).

Stikes (1984) states that both relevance and relationships of curriculum are important because they interact to promote self-esteem and learning. For example, a Black student may not be motivated initially to read, understand, and relate to the characters in such common introductory readings as "War and Peace, "The Great Gatsby," and "Catcher in the Rye." Instead, they may respond warmly to the "Autobiography of Malcolm X," or "Soul on Ice," and read these books dilingently and with understanding. The latter readings allow Black students to identify with known experiences. By using familiar materials, it is possible to facilitate the expansion of awareness and knowledge into new areas and promote self-esteem.

Some basic questions can be used to guide educators in selecting course material:

1. What does the course material have to say about women and minorities? Does it promote cultural diversity?

2. Are women and minorities presented in leadership roles?

3. Are social relationships and lifestyles authentically presented.?

4. Are women and minorities given equal representaion and importance in course materials?

Understanding and Dealing with Racism. Successful minority students understand and deal with racism. Personal experience of racism makes them realistic. Research has consistently shown that minority students who understand racism and who are prepared to deal with it perform better academically and are more likely to adjust to a predominantly white school than those who are not (Barbarin, 1981; DiCesare & others, 1972; Gurin & others, 1969).

Sedlacek & Brooks (1976) recommend that colleges integrate minority- and racism-related content into the curriculum. A key strategy is to encourage serious in-service instructor training. Instructional materials must be developed, but the goal is to have instructors understand and use the material. Optimally, however, instructors must cover race-related issues in both the formal and informal context of their interactions with students.

Realistic Self-Appraisal. Successful minority students practice realistic, self-appraisal. They recognize and accept academic or background dificiencies and work hard at self-development. They also recognized the need to broaden their

individuality (Sedalcek, 1983).

Faculty must take an active role to ensure that minority students get honest and realistics feedback on how they are doing in and out of class. Being reluctant to approach a minority student because of personal discomfort at doing so should be overcome. Minority students are less clear than whites are about what they can expect from faculty, so faculty will have to initiate contact more often than they do with white students. Also, faculty should go beyond classroom consideration. Minority students tend to need more information on how the whole system works and on how they are doing in it than white students do.

Preferred Long-Range Goals to Short Term. Successful minority students prefer long-range goals to short term or immediate needs. They understand and are willing to accept deferred gratification. Since role models are unavailable and the reinforcement system has beeen relatively random for them, many minorities have difficulty understanding the relationship between current work and the ultimate practice of their professions.

To help minority students on this variable, faculty should both employ more feedback and use different methods. For instance, increasing the frequency of exams and using multiple-choice and essay exams along with written reports and class participation. Returning exams promptly and making every effort to link performance and outcomes are other important things that faculty can do. Working with a minority student to set up goals that are accomplished, reinforced, and gradually lengthened is another thing that faculty can do. Minority students benefit by having exam dates, assignments, and so on clearly delineated and communciated. Reminders of expectations for the next class, the next week, and so forth, are particularly useful. The same process can also provide a structure for working with minority students to develop long-term goals.

Availabilty of a Strong Support Person. Successsful minority students tend to have a person of strong influence who provides advice in times of crisis. This individual may be a member of the student's immediate family, but he or she is often a relative or a community worker.

Faculty can be the strong support person that a minority student needs, but several things seem to work against it. First, minority students tend to need the support person very early in their college life even before they matriculate. Second, it takes time to develop a supporting relationship. The minority student's tendency to be unsure about how to approach faculty slows the process further and reduces the likelihood that a strong relationship will develop in time. The recommendation that faculty should take an active role in initiating relationships with minority students should not be regarded as preferential treatment. Students should be approached and taught based on where they are. We cannot use

the same model for everyone, nor can we expect to reach all student in the same way. Equality of treatment does not mean equality of outcome. If we want to reach minority students, the evidence suggests that we must sometimes employ different methods than we would in reaching white student (Astin, 1975; Hampton, 1980; Sedaleck, 1983; Stikes, 1984).

Successful Leadership Experience. Successful minority students have successful leadership experience. They have shown the ability to organize and influence others within their cultural-racial context. The key here is that evidence of leadership tends to take nontraditional forms among minority students. Promising students show their leadership in less typical ways, such as by working in their community or church. It is important to focus on the culturally relevant activities that minority students pursue.

Faculty should encourage students to participate in a variety of departmental and schoolwide activities, such as clubs and organizations or working with faculty on research. These activities can be related to professional development and identification with a particular field.

Demonstrated Community Service. Successful minority students have contributed to their community. This predictor is closely related to the leadership experience just discussed, since many of the successful activities of minority students are performed in their own community.

Faculty can explore community service interests both to get to know their students better and to develop a link between students' academic and community interests. Many schools provide work study programs and have offices to facilitate faculty involvement with these programs. Astin (1975) suggest that having a point of identification with the institution is important for student retention. By recognizing the validity of community experience for minority students and by helping students to translate some of those needs and interests into school-related variables, faculty can make a big difference.

Nontraditional Knowledge. This is defined by Sedlacek (1983) as "unusual or culturally related ways of obtaining information and demonstrated knowledge" (p.47). Astin (1975) found that Blacks who were able to demonstrate knowledge gained in nontraditional ways through credit by examination were less likely to drop out than Blacks who did not take credit by examination. The increase in student retention associated with demonstrating knowledge in this nontraditonal way was more than twice as great for Blacks as it was for Whites. Faculty can be very important here by helping to identify nontraditional ways in which students can show their interests in a field. By pursuing students' interests. faculty can obtain a great deal of information that will be useful in advising and counseling students.

## *Innovative Teaching* Strategies and Curriculum: Case Studies

Many minority students arrive on college campuses less than well prepared to tackle college curricula. At a time in our educational history when 30 to 40 percent of entering students lack the basic skils necessary to college-level performance, this underpreparedness is not limited to minority students; yet they, far more frequently than others, suffer the stigma and often receive the least support for enhancing their skills (Moore & Carpenter, 1985). Minority and other underprepared students need be assisted to change and enhance their academic and intellectual skills to their fullest potential.

How can insititutions of higher learning assist minority students achieve a positive college experience and fulfill these goals?

In this section, we will highlight some innovative instructional approaches and changes in curriculum that have been implemented in various colleges and universities throughout the country to address the retention and unique learning needs of culturally diverse minority college students. Recommendations for applying these approaches at Santa Barbara City College will be proposed.

## "Project M.E.CH.I.C.A.: Materias para Estudios Chicanos Interculturales de America"

Bakersfield College
Michal C. Clark and Jesus G. Nieto

Project M.E.CH.I.C.A. was a program implemented at Bakersfield college to develop and disseminate bilingual Chicano Studies curriculum materials which would prepare college personnel in the use of these materials and promote an inter-cultural dimension in Chicano Studies.

A group of 25 Chicano, bilingual, community college students were selected in a Chicano Studies curriculum development project in Mexico for one semester.

### Project Achievements

1. A set of 14 teaching modules.
2. A Chicano Literature Anthology.
3. An Anthology on Mexican and Chicano Thought and Philosophy.
4. A videotape on the history of the Chicano's pre-Columbian past.
5. Chicano Poetry, Tapes.
6. A catalogued collection of picture and slides.
7. A comprehensive bibliography of Chicano Studies materials.

8. Development of a Chicano Studies book collection.
9. Development of a Chicano Studies record collection.
10. A comprehensive index to Chicano Studies audio-visual materials.
11. An index of all Chicano Studies materials available at Bakersfield College.
12. A series of articles on project activities.
13. A series of speaking engagements concerning project activities.
14. A Chicano Studies display and collection.

The best presentation made by the project was a display developed for Chicano Studies Week at Bakersfield College. The display consisted of an orgazined collection of pictures and artifacts focusing upon the heritage of the Chicano. Media shows (slide-tape, slides, tapes or video tapes) were intermittently available. An estimated audience of well over 5,000 visited the display. According to Clark and Nieto (1975) this means of positive interaction of the public with Chicano Studies materials was beneficial for the growth and development of multi-cultural education at Bakersfield College.

The Chicano Studies curriculum materials were organized so they could be formed into whole courses in Chicano Studies or so that they could provide materials on Chicano and Mexican heritage to be intergrated into other (anthropology, literature, etc) courses.

One of the most interesting facets of the project was that many of the Chicano Studies materials which were developed and collected were in Spanish. Some materials were also in both English and Spanish and available for bilingual instruction.

**Potential Application of Approaches at SBCC**

1. Offer a bilingual introductory Chicano Studies course which would allow advanced ESL students to take college level courses.

2. Develop and incorporate bilingual Chicano Studies courses into the Bilingual Instructional Aide Program.

3. Market the Chicano Studies Major at the local high schools in addition to marketing the major at SBCC.

"Full Classrooms: 95 Practical Suggestions to Guarantee Student and Teacher Success"

Jefferson Community College, Louisville, Ky
Ronald J. Horvath

The following are excerpts of a pamphlet, the first in a series of three formal publications, produced by faculty at

Jefferson Community College to address the retention problems of Black students.

A. General Classroom Management

1. Have students fill out an index card with name, address, telephone number, goals, and other personal information you or they think is important. Ask them to provide a list of the times they are available to meet with you.

2. Be flexible when scheduling make-up tests and quizzes, students may have other classes.

3. Distribute an outline of your lecture notes before class starts. This approach assists students in organizing the material you are presenting.

4. If you require a term paper or research paper, you should take the responsibility of arranging a library orientation.

5. Give each student a mid-term grade and indicate what each student must do to improve, a mid-term conference may be needed.

6. Let students know that you are able and willing to discuss study techniques and habits for your course.

7. Refer untimely withdrawals to counseling for future follow-up.

8. Provide positive reinforcement whenever possible, give students a respectful answer to any question they may ask.

B. Student Initiated Activities

1. Permit and encourage students to bring a friend to class.

2. Encourage study groups (a form of peer tutoring).

3. Provide students with a list of class names, addresses, and telephone numbers (with permission) to encourage out-of-class contacts.

4. Have students set specific goals for themselves throughout the semester in terms of their learning and what responsibilites they will undertake.

IV. Faculty Initiated Activities

1. Encourage students to attend cultural activities and

to participate in extra-curricular activities. Give recognition and/or rewards for participation.

2. At mid-term and at final exam, your last test question should ask if a student is going to remain in college or drop put at the end of the semester. If a potential drop-out is identified, you can advise the student personally or work with a counselor.

3. Confer with other faculty members who have the same students in class. Focus on student learning problems, observed behavior, positive responses, etc.

4. Invite reading/study skills faculty to your classes to discuss study habits, techniques.

5. Take the initiative to contact and meet students who are doing poor work. Be especially aware of the "passive" student, one who comes to class, sits quietly, does not participates, but does poorly on tests, quizzes, etc.

**Potential Application of Approach at SBCC**

1. Utilize these recommendations at faculty in-services and department workshops.

## "Self-Esteem and Academic Performance: Using a Self-Image Improvement Package with Emphasis on the Chicano Student"

Mount San Antonio College, California
John D. Reck

The Self-Image Improvement Package at Mount San Antonio College is based on a series of response steps which help a student develop concentration and visualization by providing immediate feedback. In turn, this feedback enables the student to more readily accept counsel. Self-Programming Counseling, then, is the instructor's guidance and Self-Programmed Control is the student's response.

This approach is based upon the established correlations between visualizated behavior and the occurence of the actual behavior. In turn, this will improve the student's self-image. The inference is that an improved self-image will increase the chances of academic and general success.

Materials and Procedures

1. A cassette recorder/play-back unit.

   The student is taught a retrieval system so that all information on tapes is readily available.

The student is encouraged to record lectures as well as listen to a series of tapes which corresponded to reading material. The purpose of using the cassette is that it enables the student to study and learn whenever and wherever he or she wishes.

2. Maltz, M. (1970). Psycho-Cybernetics. New York.

   This book is introduced to aid in the development of positive attitudes. It is the major source of the philosophy of self-image improvement.

3. Funk, W. & Lewis, N. (1973). Thirty Days to a More Powerful Vocabulary. New York.

   Wrenn, G. & Larsen, R. (1972). Studying Effectively. Stanford.

   These two books are used to help the student gain actual academic skills necessary to success in college.

The results of a study utilizing this method found that Chicanos utilizing this package achieved higher g.p.a.'s, higher Spring re-enrollment rates, better study habits and attitudes and lower fear factors. Reck (1974) recommends that college faculty incorporate the basic philosophy of the program into their regular classroom procedures.

**Potential Application of Approach at SBCC**

1. Offer this program through a short course sponsored by the Counseling and/or Career Center.

2. Expand this program to include other minority groups.

## Oral History Center: A Model for Minority Student Instruction

West Los Angeles College, California
Charles J. Lang and Hackie Ireland

The Multi-Cultural Oral History Center at West Los Angeles College was developed in an attempt to provide its multi-ethnic student body with a unique type of relevant educational motivation. The Center serves as a despository for audiotapes of interviews with members of various minorities. Interviews focus upon: (1) perceptions of significant current events, (2) personal involvement in history-making events (3) memories of significant historical periods, and (4) experiences of new groups of American immigrants.

In addition to documenting minority experiences, the Oral History technique is an instructional delivery mode that can be utilized effectively in the disciplines of English, speech, journalism, history, sociology, and political science.

The student may approach the Oral History in three ways: (1) the student is required to summarize the interview so as to convince a potential listener of the importance of hearing the tape; (2) a more advanced report includes in depth quotations from the interview. This analyses incorporates individual research relating to the interviewee and/or interview topic; and (3) the most advanced report requires a complete transcript and in depth analysis of the interview.

Planning, conducting and analyzing the oral history interview provides three significant educational benefits for the student. One, interest in major events reported by the interviewee encourages students to become acquainted with library as a research tool in order to verify information provided by answers to interview questions. Two, the desire to determine appropriate interview questionns develops students' ability to think critically and originally. Three, focus of the interview upon achievement during a difficult historical period enhances minority students' motivation and builds their self-esteem.

The contribution of the oral history techniques makes to a minority students' motivation, self-esteem and achievement is particulary significant. Minority students come to see many interviewees as role models.

Potential Application of Approach at SBCC

1. Designate a section of the Campus Center as the Minority Student Center to be used as a referral informational center, study center, gallery display of ethnic paintings, library for student interview tapes, crafts, etc.

## New Initiatives for Transfer Students: Urban Community College Transfer Opportunities Program

Los Angeles City College, California
Barbara Schaier-Paleg

Los Angeles City College (LACC) initiated an instructional delivery system that integrated academic courses, skills courses and counseling services as part of the Urban Community College Transfer Opportunities Program. The goal of this program was to increase the opportunity of low income students to transfer from LACC to four-year institutions. The following summarizes some of the key components of the program.

Development and Implementation of Paired Courses

At the beginning of the Fall semester, 1983, faculty were invited to submit proposals to develop curriculum for paired

courses. The three course pairs developed and implemented that year included:

1. Principles of Business Data Processing 1 paired with English 1 (College Reading and Expression).

2. History 1 (Introduction to Western Civilization) paired with English 28 (Modern Thought and Expression).

3. Physics 11 (Introductory Physics) paired with Math 3 (Trigonometry).

Course curriculum and instructional materials were developed during the Fall semester. Courses were piloted during the Spring semester.

Instructional Strategies

Instructional strategies judged to be particulary significant focused on class scheduling, integrated instructor efforts, involvement of the content instructor in skills acquisition assignments, and integration of content material into skill excercises and assignments.

Courses were offered during consecutive time blocks and in the same room. This increased student identification with the paired courses concept. It also allowed instructors to work with students on a special assignment for a block of two consecutive hours when appropriate.

Paired instructors worked together closely. The content/skills instructor pair recognized the value of holding joint assignments. The teaching schedule of th skills instructor was arranged so as to allow observation of lectures by the content instructors. This allowed the content instructor to fully understand students assignments and the particular activity level required for content mastery.

Potential Application of Approach at SBCC

1. The approach of pairing a study skills class with an introductory college-level course has proved to be very successful at Sacramento City College. The model previously described earlier is worth pursuing at SBCC.

2. Other suggestions for paired courses could include Ethnic Studies courses with English 10, 90, 1 and 2 courses.

## Learning Assistance Programs

Monterey Peninsula College, California
Eric V. Gravenberg and John H. Rivers

Monterey has implemented an intense learning experience in which academically underprepared students are immersed in a

single course for a specific period of time. The goal is to improve the capacity of existing development courses to teach academic competencies necessary for successful entry into transfer colleges' math, scienice, and English curriculum. Students select the immerision program by choice. They are immersed first in a forty-hour math and then a forty-hour science course during the semester. English competencies are taught in the math and science courses using content and concepts from these disciplines. The Immersion Curriculum can be repeated until the student demonstrates the competencies deemed necessary by faculty for academic success. The decision to move into other college courses is made by the student and the instructor. Students who complete all the program requirements of the Immersion Curriculum have an 87 percent retention rate at Monterey College, which is considerably higher than the norm for the campus.

The program's instructional strategy employs two main approaches: the initiative method through which teachers design activities that encourage students to ask questions, become curious, imagine, and begin to initiate the need to know; and the instructive method through which instructors teach competencies and content. They observe, speak, demonstrate, reproduce, read, analyze, solve problems, and write. Instructors are also active and engage in the same activities as the students. The program includes films, guest speakers, and frequent visits to the college library as well as field trips to enrich learning. Classrooms feature pictures, symbols, designs, colors, and images that illustrates and reinforce math and science concepts.

**Potential Application of Approach at SBCC**

1. Immersion Program could be incorporated into a Summer Bridge Program for first time college students identified as having a "C" average or lower from high school.

## Roxbury Commuity College's Transfer Opportunity Program

Roxbury Community College, Boston, Massachusetts

Roxbury Community College (RCC) received two grants to enhance transfer opportunities for RCC students, institute curricular reforms, and improve articulation with neighboring colleges. Some of the projects undertaken by RCC's faculty Work Group included the introduction of a mastery learning apprach for ESL students, the development of a "General Science Concepts" course and the design of a developmental skills program.

Mastery Learning of ESL

Twenty-four sections of ESL were taught in 1984 at RCC, all on a semester-long traditional schedule. One faculty

member in the ESL department instituted a mastery learning approach in a beginning-level ESL course, designed the materials to accompany the courses, and found the teaching method so effective that she introduced some of the concepts into her other courses.

General Science Concepts

A high percentage of RCC students held high school equivalency degrees and high school diplomas, yet had little or no lab science experience. Instructors of introductory courses such as Biology and Chemistry found themselves spending the first weeks of class familiarizing their students with laboratory equipment and procedures. A "General Science Concepts" course was taught in four sections (one in Spanish) to alleviate the problem. The course was so successful that it became a science prerequisite for those lacking previous courses with labs.

Developmental Skills Programs

One hundred students who tested at the lowest ranges of English, Math and ESL placement tests were enrolled in a Developmental Skills Program to improve reading skills. These students were enrolled in nine units of math modules, social science or general science, and a specially-designed English course. The new English course was a combination of developmental reading, developmental writing and learning skills which were taught four days a week, plus a fifth day in a lab section. This approach was utilized to give one hundred students with severe educational dificiences intensive attention so that they would not be forced to compete in courses with students at much higher skill levels.

Potential Application of Approach at SBCC

1. The College could offer a General Science concepts course in the biological sciences. One section could be offered in Spanish for advanced ESL students interested the sciences and who want exposure to concepts.

## The Pre-Technology Program for Disadvantaged, Minority and Women Students

Mercer Community College, New Jersey
Ronald Gepner

The Pre-Technology program was instituted at Mercer Community College to provide culturally diverse minority students and women students with a realistic introduction to technological occupations through coursework lab projects, and occupational education. The program stressed the development of basic skills which weree prerequisities to the successful completion of degree and certificate programs in technology. It provided students with a full range of tutoring, advisement, and counseling services designed to address the

special problems often faced by these students. The program was administered as a standard course of instruction at the College, involving curriculum modification, recruitment, instruction and supportive services.

Program Instruction Content

| Fall | Spring |
|---|---|
| EN 090 Intro to Technology | MS 109 Elementary Algebra |
| EN 100 Techn Calculations | EG 101 Eng Comp 1 |
| MS 100 Basic Math | SC 105 Physical Science ES |
| 100 Basic Communication | -- Techn Elective |

These courses were chosen since they provided students with skills necessary to succeed in technical curricula leading to degrees or certificates. Classes were limited to 15-20 students to provide each student with somewhat individualized instruction. Each course contained built-in objectives, plus measurement strategies to assess participants' academic progress. To supplement instructional activities, the College provided intensive counseling and tutorial support.

In addition to the aforementioned course designed for the students, the project staff assisted these students with the selection of courses from the College technical curricula. This helped ensure that participants subsequently enrolled in programs which were appropriate to their levbel of ability and interest. By so doing, the potential for attrition was substantially reduced, and both the retention rate and participants' perceptions about their capabilities were expected to be heightened the following semester.

Potential Application of Approach at SBCC

1. The Pre-Technology program could be instituted at SBCC as an excellent means of assisting students in selecting a career objective and provide them with the skills and confidence needed to succeed in the occupational programs they select.

## An Envolving Developmental Studies Program

El Centro College, Dallas, Texas
Mildred Bell

Several courses in the areas of English and history were added to the curriculum at El Centrol College of Dallas for the special interests of minority students. Two courses were offered at the sophmore English level: Black Literature (English 215), and Black Poetry (English 216). Four additional courses were offered through the Social Science Division that had appeal for minority students: The Heritage of Mexico (History 110), Latin American History (History 112),

and American Minorities (History 204). It is the belief of the college staff that the offering of these types of classes helps to retain minority students.

Other approaches were also tried in the college's English 102 courses entitled "Composition and Literature," the second semester of freshman English. One section was offered in both the day and evening programs, and was developed to meet the needs of students who had problems with abstract learning. The approach in this effort was an audio-visual one that commenced with an introductory unit on contemporary only lyrics as literature. Other English 102 instructors utilized special approaches to interest students in literature. For example, one instructor attempted to introduce literature to students by focusing on the mythological lore of various ethnic groups, while another instructor used the literature of sports as a central theme.

**Potential Application of Approach at SBCC**

1. Paired course concept could be applied in teaching Ethnic Studies courses in combination with courses in the Fine Arts and Literature areas.

## Basic Skills: Responding to the Task with Effective Innovative Programs

Border College Consortium
Laura Rendon

Two model programs of basic skills instruction were sponsored by the Border College Consortium: the Math Intervention Project for Hispanics and the Coordinated Bilingual Bicultural Studies Program. The purpose of these programs was to address concerns over student illiteracy, lack of academic preparation, and failure of students to complete courses.

Math Intervention Project for Hispanic Students-Border College Consortium

The Math Intervention Project included faculty, counselors, parents and peers in efforts to encourage Hispanic students to pursue the math and science fields. Objectives of the project were to develop and/or revise in each college a minimum of one math course and develop supplementary curriculum materials that would address one or more of the following elements:

1. Increase awareness of Hispanic students on the need for math for college transfer, scientific and technical professions, non-professional occupations and careers, and everyday life.

2. Develop and implement math related professional development activities to enable Border College Consortium math and science faculty to enhance their knowledge.

3. Design and implement a math tutorial program addressing Hispanic student needs. Such a program included the development and field testing of a Consortium Wide Self-Contained Math Tutorial Training Package.

4. Design and implement a Parent Information/Involvement Program.

5. Design and implement a Peer Information/Involvement Program.

Border College Consortium Activities

1. Southwestern College
   -Math Tutorial Program
   -Reorganized basic math course

2. Imperial Valley College
   -Developed a mini-course on career opportunities in math, science and engineering fields.
   -Math Festival
   -Math Anxiety Course

3. Cochise College
   -Offered a certificate training program for math tutors.
   -Offered math anxiety workshop for instructors and tutors.

4. Arizona Western College
   -Developed modules in Geometry and measurement.
   -Offered courses for students majoring in elementary education and for currently employed elementary junior high school teachers in dealing with innovative means for teaching math.

5. Laredo Junior College
   -Developed modules on careers in math and science.
   -Disseminated information on the importance
   -of math to parents of elementary school children.

6. Texas Southmost College
   -Offered individualized computer assisted math courses.
   -Math labs are directed by math instructors and assisted by student tutors.

Potential Application of Approach at SBCC

1. SBCC could sponsor a Math Festival for students in the

elementary and secondary schools and their parents.

2. Promote articulation activities with math departments in junior and senior high schools.

Coordinated Bilingual Bicultural Studies - Laredo Junior College, Texas.

The Bilingual Bicultural Studies program was an interdisciplinary program involving history, English, reading, human development, psychology and Spanish.

Instructional Component

History courses were coordinated with English and reading. Activities labs included oral tapes, reading and written excercises, audio/visual materials, study skills lab and research paper writing labs. Courses included culturally related literature.

Human Development course integrated a career component which included assessment exams and investigations of values. The Counseling Department was a vital part of this course; counselors taught the course bilingually and initiated a referral system for student contacts.

The Psychology course was incorporated into the Human Development course, was taught bilingually, and utilized the Counseling Department for referrals.

The Spanish courses were individualized with multi-level teacher made materials which incorporated culturally related materials and a grammar skills lab approach.

Potential Application of Approach at SBCC

1. Curriculum could serve as pilot courses for the Bilingual Instructional Aide program with the possibility of expanding into a Bilingual/Bicultural Studies program at the College. These programs could possibly emphasize preparation for the Bilingual Credential Teaching Program at UCSB.

## The International High School at LaGuardia Community College

LaGuardia Community College, New York
Eric Nadelstern

The International High School is a project at LaGuradia Commuity College which offers limited-English-speaking immigrants a five-year articulated high school-college curriculum, beginning with 10th grade, leading to either a high school diploma or a number of associated degrees. The curriculum was designed to bridge the gap between high school graduation requirements for limited English-proficient students and college entry expectations. In response to

immigrants' needs, the curriculum combines substantive study of all subject matter with intensive study and reinforcement of English language skills.

Instructional Program

The school year at the International High School is divided into three cycles or quarters to parallel the quarterly calendar in place at LaGuardia College. The high school students register for their classes at the start of each cycle just as the college students do. During the 1985-86 school, the following core curriculum was required study for all students:

1. Global Studies
2. International Myths and Folklore
3. Investigations in Marine Biology
4. Personal and Career Development
5. Sequential Mathematics
6. Integrated Learning Center
7. Controlled Electives

There were impressive results in the areas of student retention and academic achievement for students who participated in the International High School project. For example, average daily attendance was 97.1%. In Cycle 1 (Fall), the passing percentage for all classes was 94.9% (excluding grades of incompletes) or 82.8% (including grades of incompletes). Cycle 2 (Spring), the passing rate was 92.1% (excluding incomplete grades) or 88.4% (including incomplete grades).

Potential Application of Approach at SBCC

1. The International High School project could be coordinated through the combined efforts of the secondary schools, ESL, Foreign Student Program and the Advanced Student Program.

## Allocation of Time to Test Items: A Study of Ethnic Differences

Maria Magdalena Liabe, Terry Wayne Froman
University of Miami

The study reported by Liabe and Froman compared 28 Anglo and 38 Hispanic students in an algebra class at Miami Dade Community College with respect to the amount of time taken to answer items on a reasoning test administered by microcomputers. All the subjects had a score of 21 or higher of a math subtest of an entrance test given at the college. They all took a 16 item multiple subtest of the California Test of Mental Maturity. The computer was used since it was programmed to record elapsed time before an answer was chosen by the student.

Hispanic students on the average scored 1 point less and spent 6 minutes longer than the Anglo students on the test. The Hispanics may have taken longer since they many have had to translate some of the questions, may not be as test wise or lack some experience in time management.

The results may indicate that:

1. The need to train students in time management in study skills or in the content classes.

2. Teachers may have two consider allowing non-traditional students more time on exams.

### Potential Application of Approach at SBCC

1. Evaluation criteria and test taking procedures should be explained to students.

2. Students, especially skill deficient students, should be allowed a little more time on exams.

## Effects of Cooperation and Editing on Instruction Writing and Performance

Angela M. O'Donnell, Donald F. Dansareau and Thomas R. Rochlin
Texas Christain Univeristy

Celia O. Larson
Mid Tennessee State University

Many students seem to indicate that students who work in dyads or in groups do better in providing communicative aids (headings, pictures, enumeration of steps, etc.) on a writing task in which instruction are to be given than student who work individually. The students in groups seem to also plan

and edit more.

The study tested 89 students in an introductory psychology class. The groups had to write instructions for operating a tape recorder and edit instructions for operating a car. Two groups (one working as individuals, the other working in groups) received no instructions in editing. The result of the study indicate that students working in groups wrote more complete instructions. Students who received instructions in editing did better than students who received no instructions.

Two suggestions which are applicable to minorities seem to emerge from this study:

1. Students who receive clear instructions before they start a task will do better on it.

2. Students who participate in group work do better than students who work individually.

Potential Application of Approach at SBCC

1. The group process should be used in classes.

2. The evaluation criteria for exams and assignments should be explained to students.

## Experiments in Teaching Psychology

Donald Hughes
Connecticut Community College District

In teaching psychology Donald Hughes used various methods to try to help all students familiarize themselves with the material, especially students who were not as prepared in study skills. Many minority students in his class fell into this category.

Two methods he thought would be effective were preparing review questions and holding many review sessions for students. The students were told that questions for the exams would come directly from the review sheets and that areas of misunderstanding would be explained at review sessions.

After trying these methods for a few sessions, Hughes concluded that neither of these two methods was very effective in working with the less skilled prepared students. He observes that the "top" students usually answered the questions on the review sheet right away and attended review sessions. The students who needed the assistance did not complete their review sheet; many borrowed the work of the other students. They also did not attend review sessions as often as the "top" students.

He reaches the conclusion that the best way to assist less prepared students is to offer a second session of the

class. This section would cover the same material over the course of two semesters instead of one. He feels this would give the students more time to get to know the subject while they work on study skills development.

Potential Application of Approach at SBCC

1. Departments could consider a course in one semester and a two semester format.

## Get Them Involved: Styles of High and Low Rate Teachers

Charlotte Y. Phoenix
Medgar Evers College of the City University of New York

This article analyzes a study conducted at Medgar Evers College focusing on the ten highest rated instructors and the ten lowest rated instructors as indicated over two semesters by peer evaluation and student surveys. For the study, the twenty teachers involved were each videotaped in their classes on three different occasions. The tapes were coded and transfered to matrix form using a 25 category Flander's System of Interaction Analysis. The difference between the two groups were thus established in different categories.

The findings of the study indicated that the high rated teachers had different interaction styles with their students than the low rated teachers. The patterns are noted below. The results would seem to indicate that the methods used by the high rated teachers could be used effectively with non-traditional students.

1. High rated teachers used more encouragement after students made errors. They used less criticism and accepted students ideas more often.

2. These teachers spent less time talking or lecturing in class. There was a higher occurance of student talk. The author comments that research in teaching indicates that the involvement of student in discussion is very effective in fostering positive self-images.

3. More questions involving higher cognitive skills were asked in the class.

Potential Application of Approach at SBCC

1. Activi''es in classes should stress more student involvement.

2. Diverse methods should be used in class.

## Learning Styles: The Journey From Greenwich Observatory (1796) to the College Classroom (1984)

Anthony F. Grasha
University of Cincinnati

This article discusses methods used for evaluating students' learning styles and the use of these measures for classroom instruction. Grasha believes that the assessment of learning styles is good, but he has reservations about some of the instruments used in some institutions. According to Grasha, some instruments are too ambigous, grounded more in attitudes than behaviors and are difficult to apply in instructional environments.

He offers two basic questions to consider if one is contemplating whether to measure learning styles and considering which instruments to use.

1. What are the costs and benefits of doing it versus continuing with the same methods as before?

2. How much difference in outcome must be shown to justify using learning style inventories?

### Potential Application of Approach at SBCC

1. The use of learning style inventories can provide both the teacher and student information about the way he or she learns best.

2. Instructors should present his or her lessons in different ways. This addresses the needs and styles of all learners.

3. Students should be taught to work in all the learning formats.

## Accomodating the Remedial Student in the Content Class

Rochelle B. Simms
Lousisiana State University, Baton Rouge

Increasing numbers of students, minority and non-minority, enter college with a lack of preparation in basic skills. Thus, most colleges have now established programs to help students acquire the skills they need. Yet the reality is that students will often enroll in content classes before they advance to college level work in the skills areas.

Simms feels that the content area instructor must make provisions to assist the remedial student. The other students in the class can also take advantage of the mechanisms

provided. Among the author's suggestions are the following:

1. Time Management
   a. Allow developmental students more time on tests.
   b. Handout a schedule of class events every month. They need more than a semester syllabus.

2. Note Taking
   a. Review material from the last session every time using the overhead or the blackboard.
   b. Indicate how many points ar going to be covered in lecture or discussion.

3. Directions
   a. Give very precise direction on tests or assignments.
   b. Try various ways of giving directions-handouts, board, overhead, etc.

4. Reading, Vocabulary and Writing Skills
   a. Have written or audio visual aids to assist students with class units.
   b. Make lower level reading text available.
   c. Allow for other types of assignments-taped interviews.

Potential Application of Approach at SBCC

1. Readability of texts should be determined. Lower level texts might be used as supplements for skill dificient students.

2. Outlines of lectures should be put on boards or on transparencies to help students follow the materials.

3. Skill deficient students might be allowed more time on tests.

4. Long term assignments might be checked for progress before students submit them for final grades.

## Self Instructional Materials for Unprepared Science Students

Douglas Bedient, George S. Garioan and Dwayne C. Englert
Southern Illinois University

The fact that many learners who attend college have major study skills deficiencies led a group of zoology instructors to prepare self paced, audio slide units with handouts for students with skill dificiencies. The National Science Foundation provided the funds for the development of the units. This article describes the materials and the procedures used to prepare the units.

At first the group intended to use commerical materials but found them inadequate for their purposes. Most of these materials did not actively involve the learner. Once they decided to create their own materials, they established goals for the project. These included:

1. Directions had to be clear.
2. Learner involvement had to be maintained.
3. Feedback for the learner was key.
4. The learners' attention span had to be considered.

Instructors in the department were invited to examine and edit the units. This was done to give everyone a sense of involvement and to avoid watering down the materials. Select groups of students were also asked to evaluate the materials before they were used.

Catchy pictures were used to stimulate the learner. For example, photographs of malaria victims in Hollywood movies were used to introduce a unit on disease. Students were provided objectives for each unit, vocabulary lists and handouts which had to be filled out and checked against answer sheets. Each unit ended with thought provoking questions to promote critical thinking.

The authors make recommendations for anyone contemplating the creation of interactive study units:

1. Each unit should be short; no more than 30 minutes.
2. A style guide should be used in the construction of the units to have consistency ot text.
3. Department members and production personnel should be involved early in the project.
4. A lot of time should be allocated for the project.
5. One person should be seen as the leader of the project; one person should be the "voice" for the project.

Potential Application of Approach at SBCC

1. Audio visual units should be used in classes. They should not be passive in nature, but allow for student participation.

"Retesting: A Logical Alternative in College Instruction"

Ward M. Cates
Pittsburg State College, Kansas

This article discusses the use of retesting in the educational psychology classes over a three period. According Cates, the opportunity for retesting eliminates the need to schedule makeup tests at different times; it also allows students who want to improve their grade the opportunity to do so. He notes the increased effort on the part of the student with lower grade point averages in such a system.

The tests given are equivalent, but not identical to the original test. They are offered only at specific times, usually the day before vacation or holiday period begins. No final examination was given; Cates feels that he tests often enough during the term to justify eliminating the final. The final period is used on another retesting day. He notes that 202 retests were given for 142 students who were in his class sections (139 retests resulted in improved grades).

The implementation of retesting does have three drawbacks. More exams have to be graded; however, exams can be made shorter. More time is also required to prepare exams. In this case, the instructor can keep a test file and not allow students to keep exams once they have been returned in class. The third drawback is the loss of the instructor's time. Cates feels it is worth it, if it aids in retention of students.

There are a number of factors which would benefit minorities in a retesting program, especially those with skill deficiencies and/or a lower grade point average.

1. The use of many shorter tests gives the students more opportunities to acquire testwiseness and experience success. One or two exmas may result in failure and low self-esteem.
2. The opporunity to retest helps reduce stress and can aid in the retention of material.

**Potential Application of Approach at SBCC**

Allowing for retesting might benefit minorities, especially those with skill dificient and/or lower grade point averages.

1. The use of many shorter tests gives the student more opportunities to acquire testwiseness and experience success. One or two exams may result in failure and low self-esteem.

2. The opportunity to retest may help reduce stress and aid in the retention of material.

Improving the Quality of Written Work

A.E. Stanton
University of Tasmania

The Dreaded Discussion: Ten Ways to Start

Peter Frederick
Wabash College, Crawfordsville, Indiana

Clustering
Merv Lane
Santa Barbara City College

These three articles focus on ways of involving the students in groups or clusters. Merv Lane stresses the use of clustering as a way of drawing upon the combined strengths of all of the students. More learning takes place through the combined energy of a group of people.

Lane suggests a number of ways clustering can be used in the classroom. These include:

1. Having groups construct questions based on text material.
2. Discussing problems or topics.
3. Sharing papers written by students.
4. Evaluating each others papers in the same class or evaluating another of the instructors sections.

Stanton discusses the use of student group evaluation. His students rate each others papers using a scale of 1-20. They then participate in a discussion on what makes a good paper. The instructor concludes the class session by indicating what he looks for when he evaluates a paper.

Stanton conducted an experiment using two groups of first year history students. One group, the control group, evaluated each others papers, but did not have any follow up discussion. The other group had a discussion after the group evaluation. The average score for the control group was 12.3, the average score for the second group was 12.6 without a discussion session. The second time the student used group evaluation, the second group participated in the discussion. The average score of the control group was 12.1, the avearge score of the second group was 14.1.

Stanton concludes by stressing the use of group evaluation followed by a discussion led by the teacher.

Frederick discusses ten ways of getting students involved in discussion. These include role playing, debating issues, picking the three most important points in a reading and a non-structured scene setting. In this last example, the instructor provides stimuli for discussion - a series of slides, quotations on the board, a piece of music, etc. No instructions are given to the students. The only rule is to participate in the discussion for five to ten minutes.

Group work can be used effectively with non-traditional students, especially those who are deficient in study skills. The students gain confidence working together and help tutor each other.

Potential Application of Approach at SBCC

1. Grouping or clustering should be used in classes.

2. Criteria for evaluation of exams and other assignments should be shared with students.

## Professor As Student: The View From The Other Side

Roy Starling
Rollins College, Winter Park, Florida

Starling, an associate professor of English at Rollins College, participated in an experiment which brought him more of an understanding about students and their reactions to the educational process. The programs established through a grant from Harcourt Brace Javonovich, Inc. allowed one faculty member to be released for one semester from his or her teaching responsibilities to enroll as a full time student at the college. The professor became a master learner for a group of twelve to fifteen students. His role was to give the students the opportunity to work closely with an instructor and engage in a collaborative learning process.

The experience convinced Professor Starling that being a student is a very difficult task. He learned to really appreciate the fact that student have many responsibilities at school and outside of the school environment. He feels that this type of experience would be rewarding for any faculty member. The experience also convinced him that he needed to change his teaching style to some extent.

The teaching strategies enumerated can work effectively with all students. We believe they would also be effective with minority students since they are based upon more non-traditional contacts with students. The suggestions, somewhat controversial in nature, include the following:

1. Establishing mechanisms for students to work in a cooperative manner on class assignments should be encouraged. According to the author and other studies, students working in a group may not do better academically than students working individually, but the experience seems to promote self-esteem.

2. The experience convinced Professor Starling that instructors should not feel compelled to cover a prescribed amount of materials in a course. Activities involving students in dialogue with each other and with him became more crucial.

3. He also feel that he should show students "creative corner cutting" ways to tackle their assignments. He tells them that there is no need to read every part of their assignment.

4. He has opted to drop the traditional, in class blue book examination. He feels instead of promoting critical thinking these exams create great stress and do not allow students to integrate material. He gives the exam question(s) to students in advance encouraging them

to analyze the questions and prepare the answers together. On the exam day, students write their responses or analysis individually.

5. Starling has also changed the process of writing a term paper. He now carefully monitors students progress during the semester, instead of waiting until they hand in the final product to make corrections, he now checks their work two times before they hand it in. He offers them ideas about how they can improve their work.

Potential Application of Approach at SBCC

1. Group efforts should be stressed in classes whenever possible.

2. More progress checks should be made on long term assignments like term papers.

3. The criteria for evaluation of tests and other assignments should be explained to students.

4. The college and departments should establish some mechanism to allow a faculty member to be a student for a period of time.

"Developmental Program: A Better Opportunity"

Cochise College, Arizona
Marjorie Holiman

The observations made on teaching strategies in these two studies can certainly be used in current college classes in spite of the fact that the program at Cochise College is somewhat dated. The program was designed primarily for students of Mexican American background who had academically not done well in high school. However, the program was open to all students. Approximately 50 percent of the participants were recruited through counseling contacts, the high schools counselors provided the college with lists of students. These students were then contacted by college personnel at the high school and in their homes.

The program provided financial aid, tutoring, career counseling and academic/personal counseling. Many other actvities were added and parental involvement was stressed. To assure success, students were limited to enrolling in only one or two academic classess per semester. Courses in various departments were modified to assist in the retention of these students. The academic courses which were modified and made available to the students were:

Science X- an introduction to the sciences taught at the

high school reading level.

Speech 1 - a section in Spanish and English was added if an an instructor could be found.

Introduction to the Humanities - the class included aspects of Southwestern culture to make the class more meaningful for the students.

Reading XY- A self-paced lab course.

All the courses could be used to fulfill graduation requirements; not all the course were transferable. The nursing programs also allowed students to enroll if they took reinforcement classes set up as adjuncts to the regular nursing classes. Students focused on course material and study skills in these adjunct classes.

According to Holiman the program was successful if one looks at the following:

1. The students in the program and a control group were given the Tennessee Self-Concept Scale at the beginning and at the end of the semester. At the beginning the students in the program scored much lower indicating a low level of self-concept in the school environment. At the end they scored at the same level as the control group.

2. The GPA increased for student since the program. Their high school GPA had been 1.69. After their first semester, it ws 2.16 and at the end of two semesters it was 2.24.

3. Forty-two percent of former students in the two semester program were still enrolled at Cochise College; 15 % were enrolled at other colleges. Although there was no control group to compare with, statistics from admissions office indicated that 43% of all student were enrolled in college..

Teaching Strategies

1. All classes were audio or video taped. The lectures were available for review or in case students had been absent.

2. Some Spanish - English sections were developed.

3. All classes used a combination of lecture and group work instead of relying upon the lecture format.

4. Culturally relevant material was used in classes. For the film portion of the Humanities class, Spanish

language or Mexican-American films were used- Los Olvidados, Subida al Cielo, Salt of the Earth.

5. Students were evaluated more often in class. For example, the history instructor tested students every two weeks instead of once or twice the semester. This allowed more feedback and gave the students an uplift thrugh many small successes.

According to Holiman, the program was successful if the following outcomes are considered:

1. The students in the program and a control group of other students were given the Tennessee Self-Concept Scale at the beginning and at the end of the semester. At the beginning the students in the program scored much lower, indicating a low level of self-concept in the school environment. At the end of the semester, they scored at the same level as the control group.

2. The grade point average increased for students in the program. Their high school G.P.A. had been 1.89. after their first semester, it was 2.16 and at the end of two semesters, it was 2.24.

3. Of the former students, 42% were still enrolled at Cochise College. Another 15% were enrolled at other colleges.

Potential Application of Approach at SBCC

1. Source materials from minority students' history and culture should be incorporated whenever possible.

2. Audio-visual units should be created for students to use in the LRC.

3. Students should have opportunities to do group work.

4. Evaluation of students should occur more often.

## Anxiety Reduction in the Development Mathematics Classroom

Connecticut Community College
Jean Burr Smith

Although Smith's article does not specifically focus on minorities, her suggestion will work effectively with minority student because the methods are designed to reduce anxiety and create self confidence. Use of such methods in other classes will be useful in dealing with the retention problem.

The following are some of her suggestions:

The following are some of her suggestions:

1. A psychologist is invited to discuss anxiety with the students at the beginning of the semester. Students have the opportunity to voice concerns and receive hints about how to handle class problems.

2. Students work in groups on their math problems. Doing math as a social experiences permits the students to interact and assist each other in mastering materials.

3. Periodically, the instructor holds progress discussions to evaluate students' feelings. The focus is on aspects of the course on which work and which do not work for the students.

4. Using a scale of 1-10, students indicate on tests and other work their anxiety level. This provides information for the instructor in working with the individual students and in updating assignment.

**Potential Application of Approach at SBCC**

1. Anxiety reduction activities can be scheduled. There are faculty in departments who might be able to provide assistance for information in this area.

2. Faculty should use groups more often in class.

## Evaluation of the Flexible Laboratory Instructional Program

Bronx Community College
Theodore Abramson

Abramson describes the evaluation of a program established to help minority students to master material in basic accounting classes. The materials are available to all students although they were designed to aid in the retention of minorities. Sixty-three audio cassette-film strip modules were prepared in English and Spanish to focus on subjects and concepts covered in the classes. Students use these units to review material they didn't understand or which they missed because of an absence.

During the fall semester of 1977, 141 students used the tapes, 51 of the students were Spanish surnamed. Thirty-three of the students were asked to participate in an evaluation of the units, time constraits did not permit more students to participate. Ten of the students chose to listen to the Spanish materials.

Abramson indicates that the English material were well liked; he notes that the Spanish materials were not as well liked. Although the study did not investigate why this was

the case, the author offers some explanations for this. He speculate that perhaps the materials did not use the Spanish the students were familiar with and that perhaps some did not want to bear the stigma of being identified as Spanish speakers.

Potential Application of Approach at SBCC

1. The taping of lectures using the audio or video format and the preparation of adjunct units can be valuable for both student and instructor.

2. In certain circumstances, materials might prepared in other languages.

## Synthesis of Research on Co-Operative Learning

Robert Slavin
Research Information Service

Slavin, one of the experts in the field of cooperative teaching, summarizes the research that has been done on this teaching system and describes the various types of approaches which are used. Most of the research on this method of grouping has focused primarily on the elementary school level. Some research on its applicability has been carried out at the secondary level, but not much has been done at the postsecondary level.

Slavin characterizes some of the elements all of the co-operative approaches have in common. Students work on tasks in small groups, the groups are mixed (low achievers, high achievers, men, women and different racial/ethnic groups) and evaluation is based on individual and group effort and achievement.

Research seems to indicate that a cooperative approach may not result in a better academic performance. Individual and group approaches come out about equal in terms of student academic achievement. But, the research does demonstrate that students using these methods excell in certain areas. There are better levels of interaction between diverse kinds of people and their seems to be an indication that the process helps the building of self-esteem.

Potential Application of Approach at SBCC

1. The fact that these approaches may help build self-esteem and a better working relationship between people may be a good reason to use cooperative learning with minorities and skill deficient students.

## Group Inquiry Turns Passive Students Active

Robert G. Kraft
National Institute Of Education

Kraft cites various sources including, Involvement in Learning, the National Institute of Education Study Group's report to recommend that faculty make use of active modes of teaching. According to Kraft, these strategies make the students take some responsibility for their own learning.

There are certain skills which national educational reports and individual colleges desire that students develop. Among these are the ability to communicate orally, the ability to deal effectively with others, the ability to develop critical thinking and the ability to interpret the assigned materials. Yet, the lecture process does not provide these skills since the instructor dominates the learning process. He is developing the skills, not the students' skills.

For many, discussion may be the solution. But, Kraft notes that the usual class discussions do not work effectively because a few students tend to dominate the proceedings; other sit silently.

He has designed a group inquiry method which requires all students to participate in the process. Students are asked to read the text and prepare questions before the class period. In class, the students work in small groups comparing answers and agreeing on a group consensus answer. Minority opinions are allowed. Groups then reprot their findings to the class.

**Potential Application of Approach at SBCC**

1. This method would probably work very effectively with minority and non-minority skill deficient students since it would allow them to participate in class activities. In fact, it works with any student. The students get to know each other, to help each other and to build self-esteem.

## Involvement in Learning: The Three Keys

Manuel J. Justiz
National Institute of Education

In this article, Justiz analyzes, Involvement in Learning, the report of the Study Group on the Conditions of Excellence in American Higher Education. The report was commissioned in 1983 by the National Institute of Education.

Justiz notes that the report indicates that college could improve their programs by focusing on three areas: student involvement, high expectations and assessment and feedback. As a consequence of this and similar reports, most colleges have begun to implement needed reforms. For example, the assessment and placement of student is becoming more and more common. High expectations are also critical, but institutions have recognized the need to provide opportunities for students

to overcome skill dificiencies in special programs or through assistance in content area classes.

The key factor in assuring success is to promote student involvement in the learning process. A student's growth and achievement will be greater if he or she invests more time and effort by becoming an active agent in the learning process. The report suggests ways that faculty can facilitate active student involvement.

1. Freshman year classes should be structured in such a way as to promote intense intellectual interaction between students and faculty.

2. Active modes of teaching should be promoted. The lecture should not be displaced, but it should be combined with other approaches.

3. Learning techniques should be created to enhance, not reduce contact between student and instructor.

4. Learning communities based on specific intellectual themes and tasks should be created. Small groups of students would work with a faculty member. This would help create group solidarity.

Potential Application of Approach at SBCC

Processes which involve students as active agents in the learning process would benefit minority and non-minority students who are skill deficient. In fact, it would be successful with all students. These methods seem to enhance the self-esteem of the student and challenge them as they work in groups.

Developoment, Implementation and Evaluation of a Vocational ESL Program for Limited English Proficient Adults

North Orange County Community College District
Cynthia P. Coad

Effective Use of the Native Language With English in Vocational Education for Limited English Proficient Students
Waubonesee Community College, Illinois
Patricia A. Menges and Michael G. Kelly

Bilingual Vocational Instructor Training in the California Community Colleges: Guide to Implementation and Evaluation

San Jose City College
Eugene Long

The English as a Second Language programs at Waubonesse Community College in Illinois and in the North Orange County

Community College District are representative of the types of programs that have been established to assist minority groups. They are usually designed for limited English speakers and/or students who enter college with pre-college level skills in English or Mathematics. The programs provide placement testing, ESL classes and/or basic skills courses. The programs are usually well coordinated with support services such counseling, career planning and financial aid.

The teaching strategies employed in these classes are usually more pertinent for developmental courses. Nevertheless, some techniques used in these classes maybe applicable to other non developmental/remedial classes.

It was noted in the studies consulted that a great proportion of the students enrolled in vocational education classes are Hispanic and Asian. Thus, it becomes necessary and legally binding to create programs and use methodologies that will result in the retention of minority (the Vocational Educational Amendment of 1976 requires that vocational education be made available to all).

In establishing vocational ESL classes in the North Orange information via a questionnaire was obtained from vocational education instructors in the district. The intent of this questionnaire was to find out:

1. What courses had high enrollments of limited English students.

2. Which teachers wanted to participate in a program to assist these students.

3. Which teachers would be willing to assist in the development of materials targeted for LEP students.

Ten of the twelve instructors consulted returned the questionnaire and indicated a willingness to participate in all facets of the project.

The North Orange County Community College District established VESL classes to work in conjunction with two vocational education classes, business skills and machine shop. Instructors in the vocational classes were assisted in finding materials which used simplified English or were written in the students' native languages. At the same time, the VESL teachers taught the students English using the vocabulary and communication needs of these classes.

At Waubonesee Community College bilingual teachers (English-Spanish, English-Vietnamese) taught the vocational classes. For example, the students native language was used to explain dangerous procedures; English was used at other times.

San Jose City College working in conjunction with the University of California, Berkeley Extension Vocational Instructor Training Program and with a grant from the United States Department of Education initiated a program to train bilingual vocational education teachers. At the completion of the one year program, participants could teach or work in a

community college setting or in private industry. This program thus established a vital link between the industrial/business community and the community college.

Several of the strategies used in the VESL classes or in the vocational education courses could be tried by faculty in their discipline areas.

1. The vocational classes used contemporary based evaluation (mastery learning). Students could thus learn at their own pace. Advancement in these courses was based upon the successful completion (hands on demonstration or written exams) of objectives. Rather than having one or two examinations during the semester, evaluations occur after each unit; students are thus given many opportunities to demonstrate competencies. In addition, they may also retake tests until they demonstrate they have achieved unit mastery before proceeding to the next unit. Both build self-confidence.

2. Written and audio visual materials in simplied English or in the students native languages were prepared for student use. These were available in case the student did not understand English explanations. They could also be used by all students for review purposes. Interestingly, the Waubonesee study indicated that students prefer the simplified English materials over the materials in their own language. This might be the case because the students want to learn English, yet find the English materials superior or feel that they are not making progress if they have to listen to non English materials.

3. The faculty associate with the North Orange County Community College project feel that vocational education methods work sucessfully with "hard to reach groups" since hands on procedures are used along with other traditional procedures. The recognition that students have different learning styles and the presentation of material through diverse formats will enable more students to understand the course.

4. According to the reports the cooperative efforts between the ESL and vocational education instructors, along with the involvement of business and industry, resulted in better programs to try to retain students.

Potential Application of Approach at SBCC

1. Mastery learning can be used for parts or for the entire course.

2. Retaking of tests, for at least part of the course, should be considered.

3. Student learning styles should be determined and instructors should use different formats teach the diverse group of learners.

## Teaching Strategies: Recommendations for SBCC

Many of the following recommendations, based on the review of the literature, are intended for all skill deficient students. Others are intended for minority students, whether they are skill deficient or not. Many of the mentioned techniques will work with all studets.

A. Supplementary Audio-Visual Review Units

1. Video tapes of major class concepts from basic department courses could be created and housed in the LRC/
2. Whenever possible, video or audio tapes should be made of class lectures.
3. A video tape library of student interviews with successful minorities could be produced and housed in the LRC.

B. Grouping Techniques

1. Students could periodically work in groups or clusters.
2. The entire class could be organized using one grouping method, preferably the Cooperative Learning method.

C. Testing

1. Allowing for retesting seems to reduce stress and may lead to better acquisition of materials.
2. Skill deficient students of limited English speakers should be allowed more time on tests.
3. More frequent testing/evaluatons may help in the retention and academic performance of all students.

D. Learning Styles

1. Instructors should employ a variety of techniques in lectures and class activities.
2. Student learning styles should be assessed.
3. Students should be taught to be familiar with different learning styles.

E. Culturally Relevant Curriculum and Materials

1. Whenever possible, the history and culture of all

students should be considered in class presentations and text selection.

2. A multicultural requirement should be created using existing SBCC courses.

F. Special Sections

1. Content area courses should be paired with Essential Skills classes.
2. Some sections could be taught in Spanish.
3. Introduction to the discipline courses could be created in various departments.
4. One unit discussion sections in the content courses could focus on skill development for skill deficient students.

G. Mastery Learning

1. Some segments of a course could use mastery learning.
2. The entire course could be taught using mastery learning.

H. Clarity in Class Presentations

1. Lectures/presentations should be outlined using transparencies or the chalkboard.
2. The outline should be used to review previous materials and preview current materials.

I. Texts.

1. The readability of texts used in class should be determined.
2. Lower level reading texts could be used with skill deficient students.
3. Texts in other languages could be used as supplements for limited English speakers.

J. Anxiety Reducing Activities

1. Experts on stress reduction from the college could be invited to class.
2. Students could indicate their stress levels using a 1-10 scale on tests and class assignments.
3. Every few weeks, students could be asked what they have learned and how they feel about the class.

K. Monitoring Student Progress

1. Instructors should check student progress on major assignments like term papers on a consistent basis.
2. The SBCC Student Referral sheet should be used more often.
3. The Faculty Mentor program should continue.
4. Students who are doing well in the course could be

used as peer tutors.

L. Affective Methods

1. Consistent and positive feedback should given to students for participation, class assignments, etc.
2. Free cafeteria lunches could be provided to faculty one day each week for those interested in meeting and talking with students.
3. Monetary incentives could be provided to each member of the faculty to entertain students in his or her home.

M. Instructor as Student

1. Some release time could be given to an instructor to enroll or attend a class.
2. The instructor could serve as a mentor student for a group of students.

N. Staff Development

The Faculty Enrichment Committee should provide workshops on techniques that work with minority students. The committee should publish successful techniques for campuswide distribution.

## CHAPTER 5

## DIRECTIONS FOR FUTURE RESEARCH

The community college system continues to become one of the most viable options for minority students in pursuit of higher education. As a consequence, the community college needs to expand its research activities beyond recruitment and retention and focus on those instructional strategies most effective for culturally diverse minority college students. Research specifically on minority students has yet to address the area of instruction beyond the elementary and secondary school system. Therefore, the following are proposed areas for future research to address the instructional needs of culturally divere minority students at Santa Barbara City College.

1. Monitoring Student Progress

   Does the use of an instructor based system to monitor student progress make a difference in the retention rate and/or academic performance of minority students?

2. Testing

   Does frequency of testing make a difference on the retention rate and/or academic performance of minority students?

3. Grouping

   Does the use of one of the grouping techniques make a difference in the retention rate and/or academic performance of minority students?

4. Supplementary Audio Visual Units

   Does the use of supplementary units make a difference in the retention rate and/or academic performance of minority students?

5. Paired Courses

   Does the enrollment in an essential skills class which is paired with a content area course make a difference in the retention rate and/or academic performance of minority students?

   Does the enrollment in an ethnic studies class paired with another course make a difference in the retention rate and/or academic performance of minority students?

6. Culturally Relevant Materials

Is there a difference in the retention rate and/or academic performance of minority students if culturally relevant materials are used in a class?

7. Learning Assessment

Does the use of different types of teaching techniques or teaching styles make a difference in the retention rates and/or academic performance of minority students?

# CHAPTER 6

## CONCLUSION

The scope and depth of the ideas presented in this paper make clear that issues related to recruitment, retention and the instruction of culturally diverse minority students is a campuswide issue. For example, the recognition that recruitment and retention is not soley the responsibility of the student services department is a big step forward in the work that needs to be done at Santa Barbara City College. More importantly, the implications of the literature on retention as an issue for faculty in the area of instruction is not only of paramount importance but also an area needing more research.

This paper also illustrated how individual efforts for the recruitment, retention and instruction of culturally diverse minority college students have resulted in highly successful programs at various institutions throughout the country. The following is a summary of main ideas presented to address this most important educational issue including recommendations for future programs.

### Curriculum and Faculty

1. Research studies of minority students have shown that an important ingredient in their college survival is the involvement of minority staff and faculty with minority students. Minority faculty contribute to the student's sense of belonging and provide adult role models that may be emulated later. This finding suggests a need for more intensive minority recruitment, directed toward visiblity of minority faculty and staff in all areas, including the upper posts in student affairs administration.

2. Studies have suggested that the continued development of support resources (such ethnic studies and cultural awareness programs) that enhance minority students' cultural identity is a critical variable in the retention and graduation of culturally diverse minority students. Such programs at the College need to be expanded and strenghtened.

### Research

1. The studies reviewed recommend that institutions should conduct research or pilot projects which may result in new instruments, new practices or procedures, even significant changes in curriculums.

2. Research should also focus on the admissions and

counseling process.

3. The literature also points to the importance of conducting research on the effectiveness of development tasks involving "minority only" activities as well as those facilitated by participation in "mainstream" programs or services (which include both minority and nonminority students) to identify their effectiveness.

4. The literature emphasizes the need for retention-research programs to identify which students stay and which leave, and to ascertain the degree to which decisions to leave might be preventable through institutional action.

Programs and Activities

1. The literature recommends publications and other devices for disseminating information concerning the special educational problems of minorities.

2. Studies point out that colleges should conduct or sponsor special workshops, institutes, and colloquiums designed to help deal more effectively with the special educational problems of culturally diverse college students.

3. Studies point to the importance of holding campuswide cross-cultural training activities for all staff and faculty.

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# APPENDIX A

## Population Projections for California

Population Projections for California

| Ethnic Group | 1986 | | 2000 | | % Change |
|---|---|---|---|---|---|
| White | 16.4M | (61.9%) | 16.7M | (53.2%) | +2.4% |
| Hispanic | 5.7M | (21.7%) | 8.4M | (26.9%) | 47.4% |
| Black | 2.0M | (07.6%) | 2.5M | (08.0%) | +23.9% |
| Asian | 2.3M | (08.7%) | 3.7M | (11.9%) | 61.3% |

M = Millions

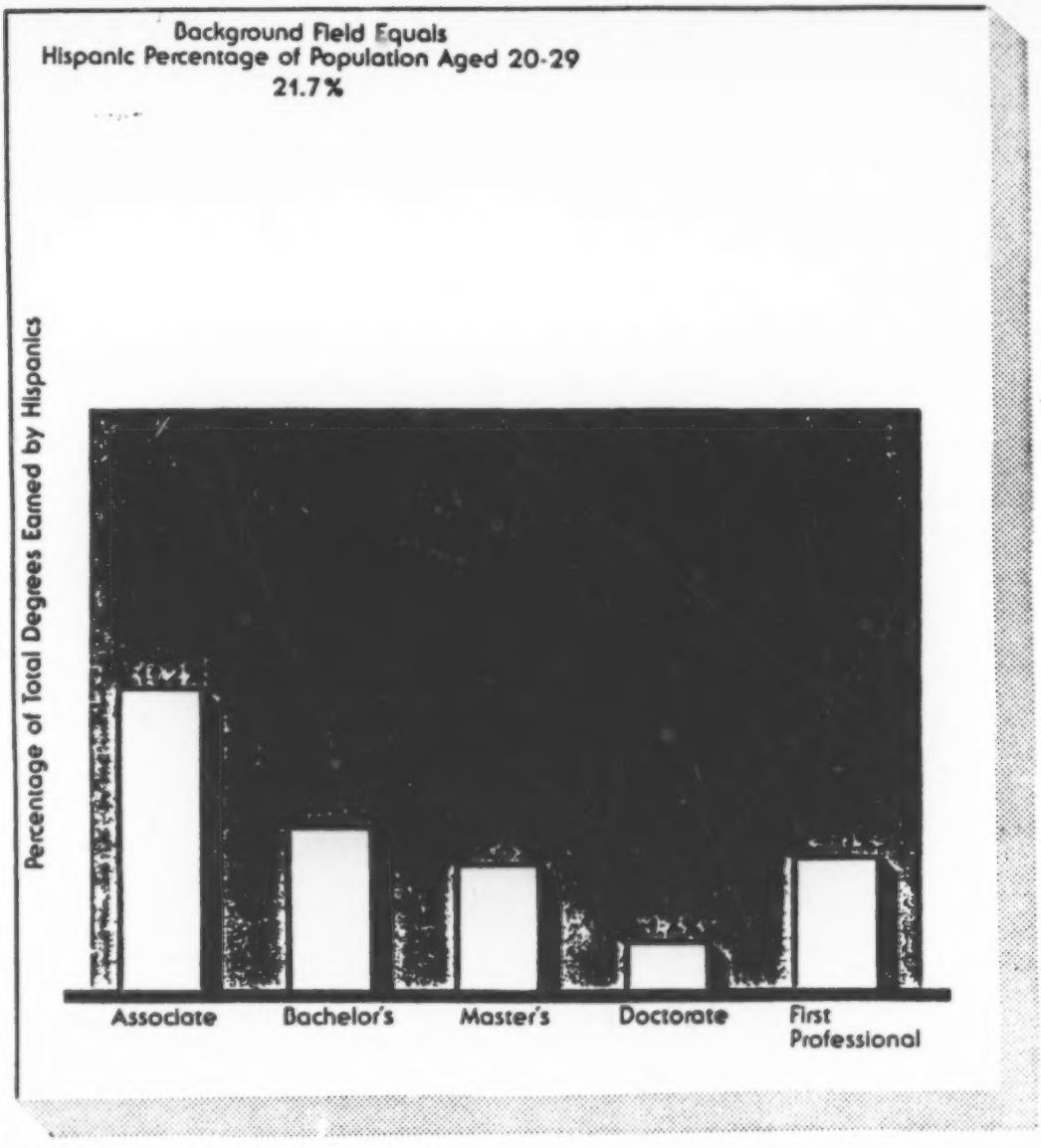
Source: California Department of Finance: "Provisional Population Projections for California by race/ethnicity" Report 85. p.4, November 1985.

APPENDICES B,C,D & E

Degrees Earned in California
Compared with Representation in the Population, 1980

Appendix B

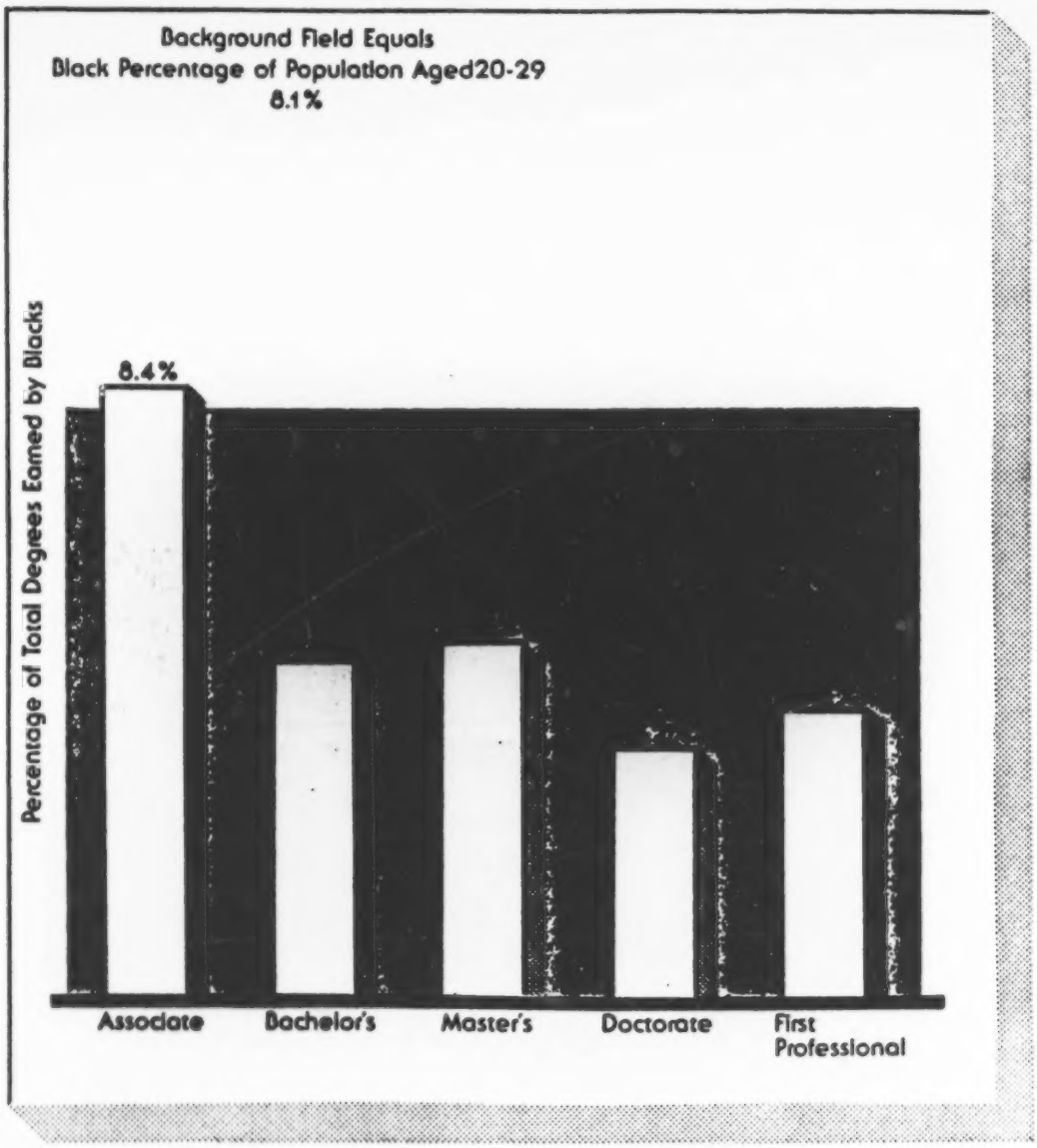
Degrees Earned by Hispanics
Compared with Representation in the Population, 1980
--California--




Source: Kaufman et al., 1983

Appendix C

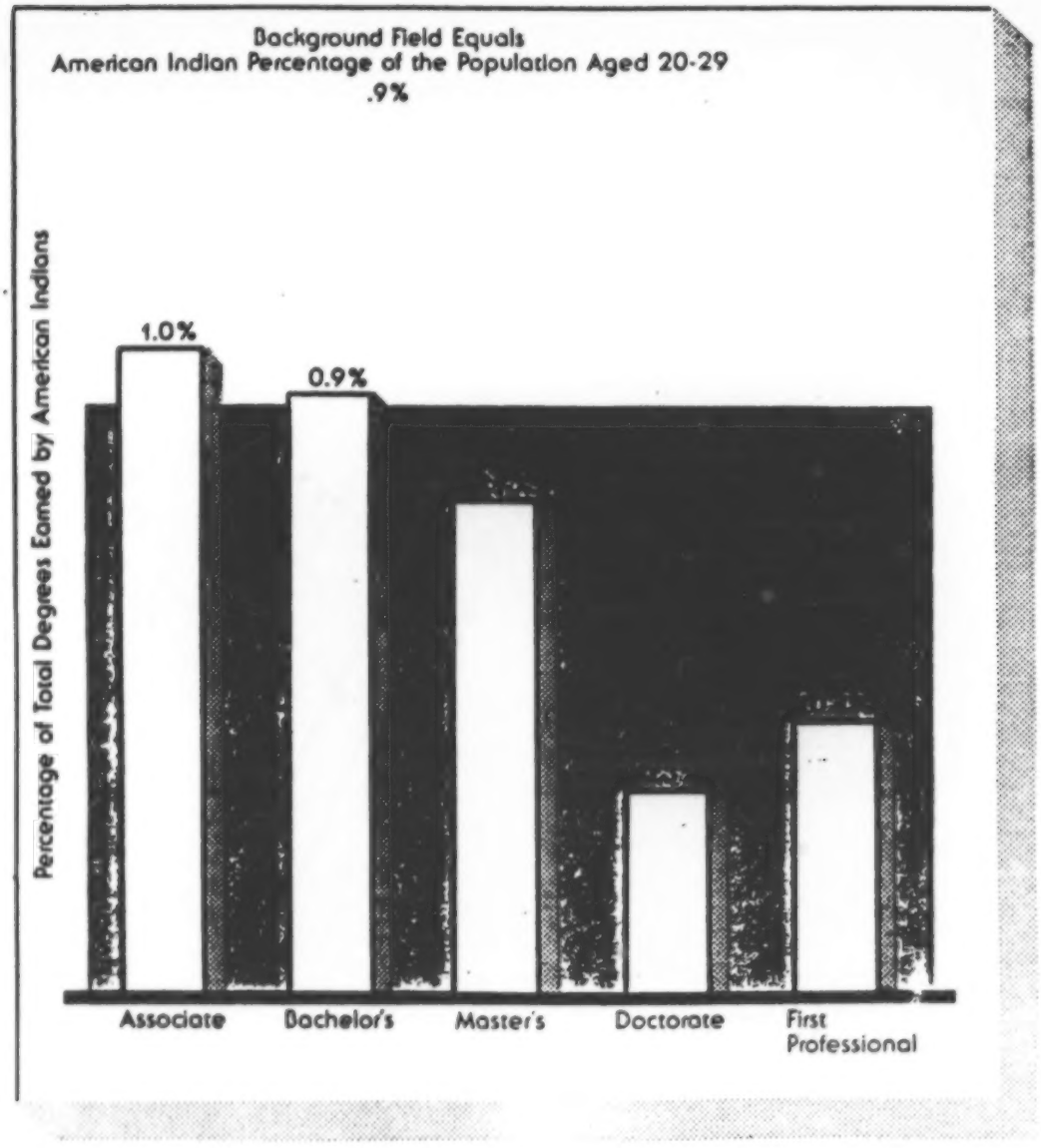
Degrees Earned by Blacks
Compared with Representation in the Population, 1980
--California--




Source: Kaufman et al., 1983

Appendix D

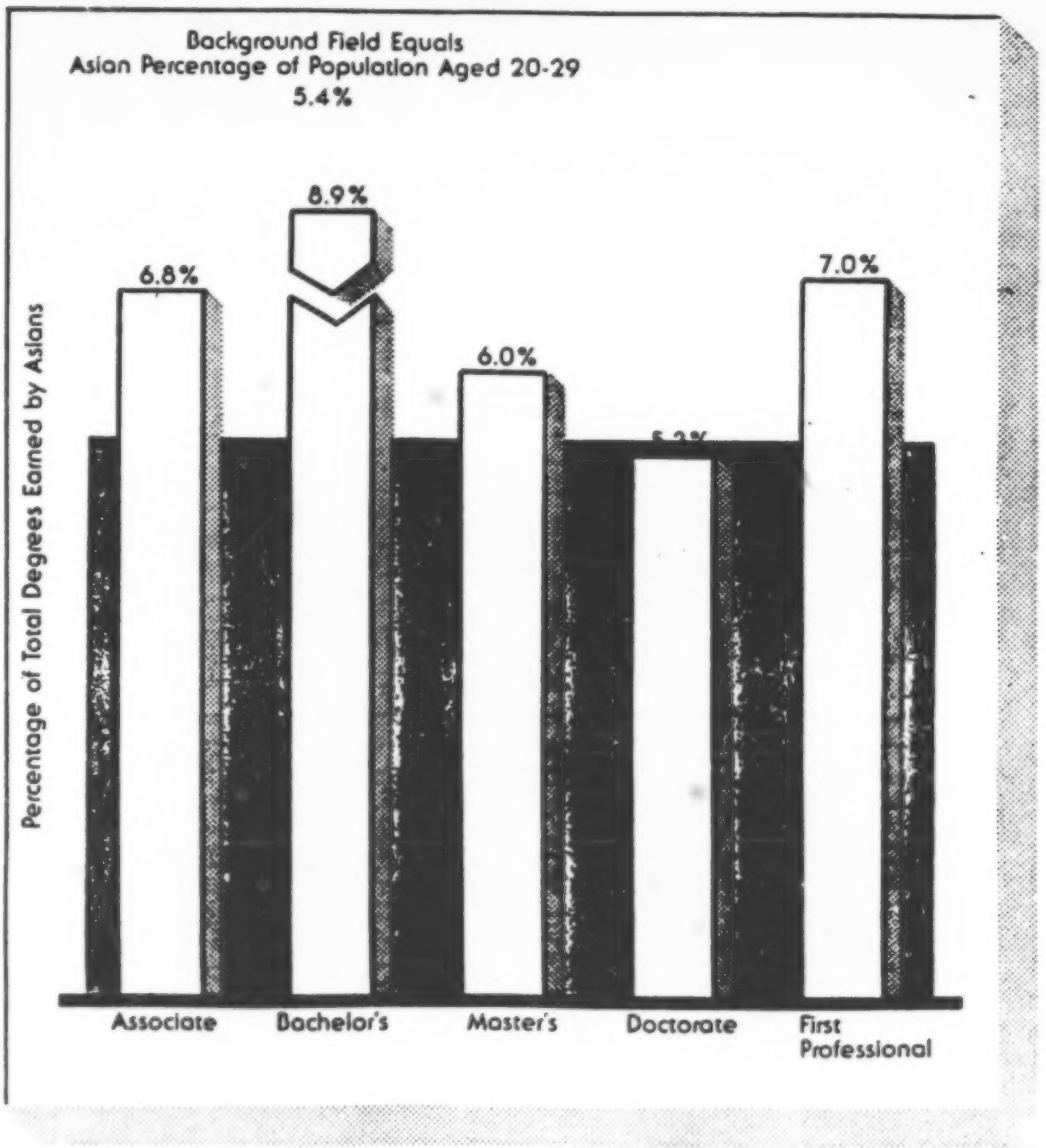
Degrees Earned by Native Americans
Compared with Representation in the Population, 1980
--California--




Source: Kaufman et al., 1983

Appendix E

Degrees Earned by Asians
Compared with Representation in the Population, 1980
--California--




Source: Kaufman et al., 1983

ERIC Clearinghouse for
Junior Colleges

JUN 8 1990